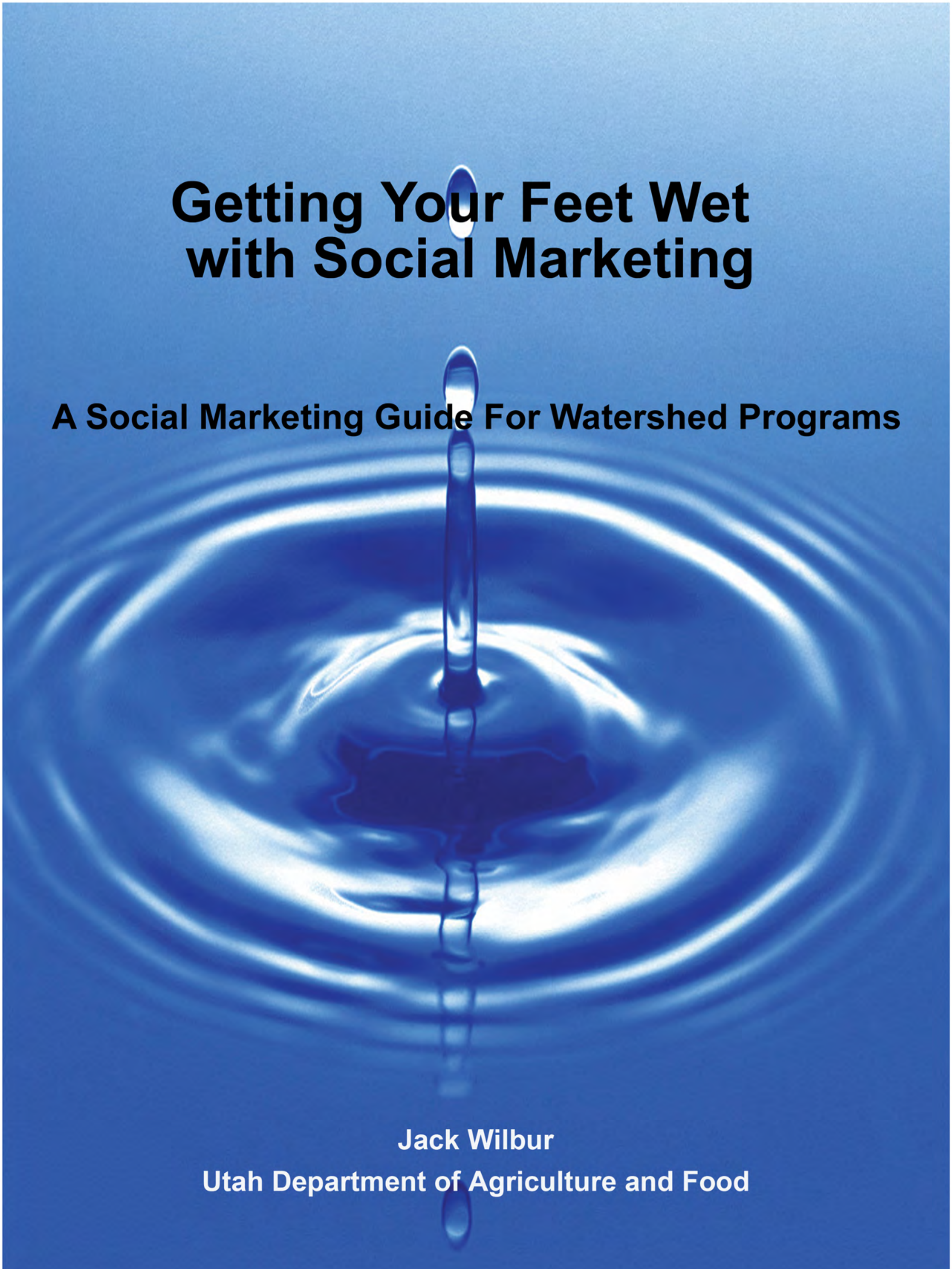

Getting Your Feet Wet with Social Marketing

A Social Marketing Guide For Watershed Programs

Jack Wilbur

Utah Department of Agriculture and Food

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For the
Utah Department of Agriculture and Food
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Part I

The Social Marketing Process and Theory

Introduction

In 1979 the Australian motion picture *Mad Max*, introduced a generation of action movie fans to a loner, anti-hero character who dispensed justice in his own unique way. A decade later the Utah Department of Transportation launched a multi-media advertising and personal appearance anti-littering campaign (Don't Waste Utah) that introduced a "Mad Max" style anti-hero to a new generation of teenage boys (and girls) who had been a large part of the littering problem on Utah's public lands and roads. The central character of the campaign--who never spoke in the television advertisement--and his dog, traveled the countryside on their own personal journey. They didn't seem to fit into "conventional" society, except where littering was concerned. Then our "hero" would spring into action, picking up trash and distancing himself from those who litter. Through a combination of a series of TV ads and personal appearances with his dog and car in schools throughout Utah, this campaign and its central character transformed a young generation of polluters into exemplary environmental citizens. The toughest, most rebellious teenage boys were observed properly disposing of trash and confronting their peers who littered. Litter in key areas of the state dropped by as much as 40 percent during the life of the campaign.

The example above illustrates a discipline called social marketing. Social marketing goes beyond traditional watershed outreach, information and education to promote sustainable behavior change. For social marketing to be effective it must build on a foundation of issue awareness. Your audience must understand that there is a problem they can help solve.

Getting in Step: A Guide For Conducting Watershed Outreach Campaigns (EPA 2003) is designed to walk watershed groups, municipalities, etc., through the process of developing and implementing a watershed outreach campaign. Much of the material in the Getting in Step book (available online via the EPA Office of Water website: http://www.epa.gov/owow/watershed/outreach/documents/getnstep.pdf) deals with raising awareness. The guide takes people through a comprehensive six-step outreach process, from establishing goals to project evaluation. Any group working on an issue where awareness of the problems and solutions by the target audiences is minimal should read Getting in Step and this guidebook, **Getting Your Feet Wet With Social Marketing: Steps for Promoting Behavior Change in Water Programs**.

By successfully implementing awareness and social marketing campaigns in your watershed, municipality or county, individuals and groups will take on and sustain actions that will save water, improve the condition of the watershed and reduce pollution. These measurable results through communications-based approaches will help you achieve your overall watershed protection and restoration goals and increase your ability to raise money for additional efforts. Once enough people within a watershed are using watershed-friendly behaviors, word of mouth and example behaviors by peers will diffuse the behavior with less intensive effort from project sponsors. Therefore, social marketing can be an effective and cost-effective way to improve and restore environmental conditions.

The first eight chapters of this book walk the reader through the social marketing process using water examples from Utah and throughout the country. The final four chapters offer short case studies of successful water-related social marketing efforts. The appendices are filled with worksheets, checklists, lists of additional resources and samples of audience research documents.

For more information about this guidebook, its references, or social marketing in general, please contact me: jackwilbur@utah.gov.

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Getting Your Feet Wet With Social Marketing:

Steps for Promoting Behavior Change in Water Programs

Chapter 1

Introduction to Social Marketing

In 1961, Keep America Beautiful partnered with the Ad Council to create a campaign dramatizing how litter and other forms of pollution were hurting the environment, and that every individual has the responsibility to help protect it. The goal of the campaign was to help fight the negative attitudes and behaviors that lead to pollution.

On Earth Day, 1971, a PSA featuring Native American actor Chief Iron Eyes Cody and the tagline line, "People Start Pollution. People can stop it," aired for the first time. Iron Eyes Cody became synonymous with environmental concern and achieved lasting fame as, "The Crying Indian." The PSA won two Clio awards and the campaign was named one of the top 100 advertising campaigns of the 20th Century by Ad Age Magazine.

During the height of the campaign, Keep America Beautiful reported receiving more than 2,000 letters a month from people wanting to join a local Keep America Beautiful litter control team. By the end of the campaign, local teams had helped to reduce litter by as much as 88% in 300 communities, 38 states, and several countries. The success of the Keep America Beautiful anti-litter campaign led to hundreds of other environmental messages through the years, from many different sources, including the Ad Council.[1]

Essentially the Keep America Beautiful campaign was a social marketing campaign. However, nobody knew to refer to it as such. The term social marketing was coined that same year by Phillip Kotler and Gerald Zaltman.[2] Social marketing uses many of the principles of commercial marketing to bring about behavior change. However, rather than being product oriented, social marketing focuses on people and their behaviors. Social marketers use audience research to learn how to motivate an audience to change one or more recurring actions. Put simply, social marketers sell positive behaviors.

Social Marketing Basics

> ***"Human behavior flows from three main sources: desire, emotion, and knowledge,"***
>
> Plato 428 BC-348 BC)

Social marketing consists of several basic components, including: exchange, positioning, focusing on behaviors, understanding the target audience, creating and delivering messages that will prompt people to change certain behaviors, and forming strategic partnerships with community resources. While later chapters of this guide will cover these key components in more detail, below are some brief explanations of many of the important elements of social marketing campaigns.

Exchange

At the core of any social marketing "package" is the principle of exchange[3]. Exchange is the act of giving something and getting something in return. The exchange is either equal or reasonable enough that both parties come away from the transaction satisfied. In commercial marketing, exchange could be described in terms of the purchase. One party offers $1.00, the other party offers a can of soda pop. The goal of that exchange is that both parties will walk away satisfied. In social marketing terms, behaviors are usually the exchange currency. The challenge for social marketers is to present the new behavior in a positive way. How can you reduce the barriers to change and maximize the benefits to adopting a new behavior? That is what makes social marketing more challenging than commercial marketing.

Positioning

Presenting your product in the best possible way compared to the competition is known as positioning. The way you "position" the behavior you are promoting is to make it somehow seem better than an existing behavior. This will go a long way to determining the success of your campaign. As you develop your positioning strategy as part of a social marketing campaign, keep in mind that you are competing against an existing behavior, all the other social marketing messages in the world that may apply to members of your audience, and all of the commercial media messages that bombard us daily. A great deal of thought and research has to go into how to position a social marketing message. Anything else is like throwing darts wearing a blind-fold.

In traditional outreach campaigns, the messages and the mediums by which the messages are conveyed are referred to as the tools. The outreach tools are the central focus when information and education alone are the extent of the goal. Educators deliver their message through newsletters, brochures, physical watershed models, etc. Some effort is made to reach a specific audience. However the focus is on the tool and producing a good quality product. After all, if you have a good message and you do a good job of delivering it, people are going to listen, learn and act, right? Not necessarily, because simply delivering information to people does not mean they will act on it and make sustainable changes.

Social marketing campaigns deliver messages that are strategically created and positioned to give people a compelling reason to adopt a new behavior, mind-set, or lifestyle. In order to overcome the barriers to action it is necessary to understand what the barriers are and why they exist. Researching and understanding the audience is the lynchpin that holds together a social marketing campaign.

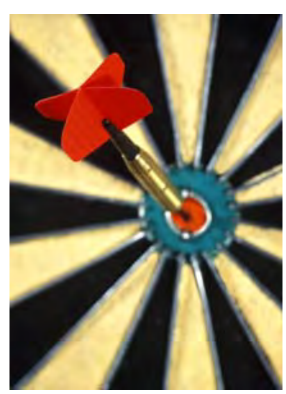
Behavior or Action

Keep the action or behavior you want simple and singular (KISS). KISS your audience by giving them one practical step that they can do now. There is nothing like a little success to motivate people to take the next step. Nutrition and fitness experts, for example, tell people who want to lose weight and get into better physical condition to start slow. Set your goals at an achievable level. There are many things residents can do to prevent or reduce polluted storm water runoff from their property. Giving people a shopping list of best management practices can be overwhelming at this stage. Pick one behavior that is a significant cause of the pollution problem and that can yield measurable results.

Audience

There is never only one audience. Even if you are trying to reach 100 farmers in one small geographic area, you probably will want to break down your audience into even smaller subsets of people with common characteristics. The more your audience has in common with one another, the more on target you can be with your message. It is impossible to be everything to everyone in one message. You need to be targeted to be effective. Here are a few ways to segment your audience:

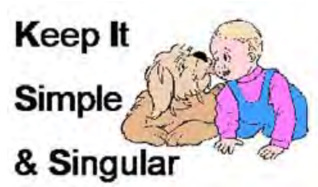
- ✓ Age
- ✓ Gender
- ✓ Ethnicity
- ✓ Location (geography)
- ✓ Socio-economic level (income)
- ✓ Religious affiliation
- ✓ Social affiliations
- ✓ Hobbies
- ✓ Habits (smoker, community volunteer, ATV rider, etc)
- ✓ Political affiliation
- ✓ Time in the community (length of residence)
- ✓ Employment (employer or vocation)



Message

Marketing messages are designed to motivate people toward choosing a new and healthier behavior. The new behavior may improve their personal health, well-being, or the health and well-being of society. These messages are spread through the most effective media channels available to the sponsor organization.

In traditional outreach campaigns, the messages and the mediums by which the messages are conveyed are referred to as the tools. The outreach tools are the central focus when information and education alone are the extent of the goal. Educators deliver their message through newsletters, brochures, physical watershed models, etc. Some effort is made to reach a specific audience. However the focus is on the tool and producing a good quality product. After all, if you have a good message and you do a good job of delivering it, people are going to listen, learn and act, right? Not necessarily, because simply delivering information to people does not mean they will act on it and make sustainable changes.



Social marketing campaigns deliver messages that are strategically created and positioned to give people a compelling reason to adopt a new behavior, mind-set, or lifestyle. In order to overcome the barriers to action it is necessary to understand what the barriers are and why they exist. Researching and understanding the audience is the lynchpin that holds together a social marketing campaign.

The social marketing message must do three things to be effective. First, it must capture the attention of the audience. This alone is no easy task in a world saturated with media messages. Somehow, your message needs to cut through the din of information and stimuli that bombards us every day.

Second, the message has to be meaningful in the daily lives of the target audience. It needs to be meaningful from their perspective, not yours. The opinions of the sponsors, lead workers, consultants and partner groups behind a social marketing campaign are ultimately less important than the opinions of the intended target audiences. You can assemble the most knowledgeable and talented group of watershed and communication professionals around, but if the audience doesn't receive and act on your messages, you've failed.

. Third keep your message simple: "Scoop the poop."

Mediums of Communication and Community Resources

Reinforce your message through community resources at schools, public gatherings, through literature at offices where people seek information about the topic, or through word of mouth. The idea of using community resources is to further support the individual in making and sustaining the behavior change. Media messages are good at shedding light on a subject. They can even move people toward behavior change. But such short, simple messages often lack the depth to help people actually make and sustain the change.

In marketing terms, the message plus the support of community resources equal the product. Instead of shoes or soda pop, your product, as a social marketer is the positive behavior that will improve the quality of life of the individual and/or society.

This "product", or behavior, becomes part of your marketing mix.

A key difference between commercial marketing and social marketing is the idea of partnerships and coordinated efforts. Commercial marketing is often performed by a team. That team, however, is comprised of employees from the company and hired consultants. Social marketing campaigns usually have one lead agency. But that agency is usually joined by several partner groups or agencies. The more you can tap into and make use of your partners, the better your chances of success.

The Marketing Ps

Product, price, place, and promotion are important marketing concepts that are critical in social marketing campaigns as well. Below are short descriptions of each element. They will each also be referenced and explained in subsequent chapters:

1. Product—The product is what you are marketing. In social marketing the product is the behavior or set of behaviors you want your audience(s) to adopt and sustain.
2. Price—How much will it cost a person to take on or stop a certain behavior? In social marketing, price can mean more than just dollars and cents. In fact, money isn't even part of the price of taking on a new behavior in some cases.
3. Place—Place can include the channels through which the products or programs are available, or the places where the behavior change can occur. If you ask a community to recycle more, do you pick up at the curb? Do you provide the containers? Or do you require people to come to you? If so, how far do they have to go? The greater access people have to the new behavior and the easier it is to do, the more chance you have of persuading people to change.
4. Promotion—Promotion is how and where you communicate to your audience about the product (behavior), price and place. Promotional channels can range from face to face contact to big-budget advertising. Which channel or channels will reach your audience most effectively and serve your purposes best? In social marketing the answer is usually a mix of several community-based approaches and the best mass media for your audience and your budget.

The Phases of a Social Marketing Campaign

Generally speaking, social marketing campaigns include the following phases or series of steps:

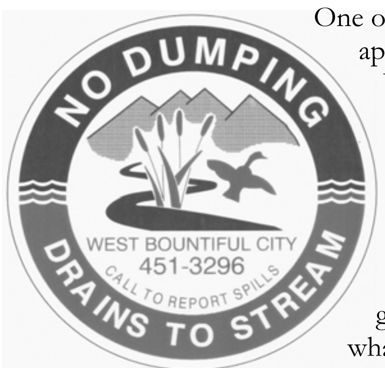
- Define the problem (e.g. the behavior you want to change)
- Identify possible solutions
- Identify and segment your audience
- Conduct a SWOT analysis, which looks at a campaign sponsor's internal strengths and weaknesses, as well as external factors that can impact a campaigns outcome. These are labeled as opportunities and threats
- Understand your audience through marketing research (the positioning strategy starts to become clear)
    - Identify the barriers to change
    - Identify ways to reduce the barriers to change
    - Refine selection of action/behavior to promote
- Select medium and messages
- Pretest your campaign ideas and messages

- Implement
- Evaluate your results to see if you have created the desired change
- Make adjustments as needed

As we look at selected case studies throughout this book we will be able to see how other campaigns have approached these phases and steps of the social marketing process.

Differences Between Awareness and Social Marketing Campaigns

Social marketing campaigns seek to bring about behavior change. As water education professionals involved in non-point source pollution and storm water pollution prevention know, lack of awareness can be a real issue. If people don't understand that their current behaviors are creating environmental problems, asking them to change their behavior probably won't work. They won't understand why they should change. They won't want to change their behavior. Change is difficult, even when there is great motivation to change. We get used to doing certain things in a certain way. If you want people to change you had better give them a good reason to change. A person must understand that the current behavior is a problem. Merely understanding that a current behavior is a problem will not necessarily lead to behavior change. That's where social marketing comes in. So, if building awareness is called for, start there and move on to attitude and behavior change.



One of the key differences between social marketing and traditional outreach approaches relates to the types of baseline data used and how it is used. Your outreach efforts most likely are tied to a water quality problem in your watershed, municipality or state. Perhaps the water is not impaired and you want to keep it that way. In either case, somebody will have collected the baseline water quality data that provides a place to start. The water quality data can reveal the pollutants in the water and may even indicate the behaviors of your target audience that contribute to the pollution. Audience research methods including surveys and focus groups are used to provide a better understanding of the audience and what it will take to change their behavior. Successful social marketing combines research about the subject matter and the audience(s) with creativity from communication arts professionals to create captivating and informative messages that are on target and will elicit a positive response from the intended audience(s).

Using the water quality data and audience data, you will be able to create a marketing mix that uses the best outreach tools and mediums, or channels, for your individual effort. This marketing mix will often combine mass media communication with community-based communication approaches.

Learn from Examples

While there are examples of successful water pollution and water conservation information and education campaigns—mostly at the local or state level—many of those examples are not true social marketing campaigns, because they haven't moved from building awareness to promoting sustainable behavior change.

The overarching goal of this book is to thoroughly explain the social marketing process and provide an understandable framework and templates that local and statewide groups can follow to improve their

likelihood of executing successful water-related behavior change initiatives. As you begin to prepare your own behavior change strategies and campaigns, take some time to research successful examples from around the country in your topic as well as other social issues. Understanding how and what others have done can go a long way toward helping your campaign go down the right path. The Nonpoint Source Outreach Digital Toolbox is a great source of examples of messages, strategies and evaluation reports from awareness and behavior change campaigns conducted throughout the country. You can access the toolbox online at: http://www.epa.gov/owow/nps/toolbox.html.

Chapter summary

Summary

- ✓ **Social marketing uses the Ps to bring about behavior change**
- ✓ **Social marketing is audience-driven**
- ✓ **Audience research is critical**
- ✓ **Messages must:**
  - **Capture the attention of the audience**
  - **Be meaningful to their daily lives**
  - **Be short, simple, and singular**
- ✓ **Use marketing concepts of :**
  - **Product**
  - **Price**
  - **Place**
  - **Promotion**
  - **Position**

Social marketing uses several successful techniques from commercial marketing, including price, product, place, promotion and positioning to *bring about voluntary behavior change in the lives of individuals that can have meaningful benefits, both for those individuals and for society as a whole.*

Social marketing is audience driven, whereas commercial marketing is product driven. Segmenting, or breaking down a larger audience into small groups with common interests or backgrounds is an essential part of the social marketing process. For social marketing efforts to be effective they need to employ marketing research techniques and practices to better understand the target audience.

Effective social marketing messages must capture the attention of the target audience, be meaningful to their daily lives and must be short, simple and singular.

Chapter Citations and Bibliographic References

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2. Kotler, Philip and Gerald Zaltman (1971), "Social Marketing: An Approach to Planned Social Change," *Journal of Marketing*, Vol. 35 (July), 3-12.
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Chapter 2

The Social Marketing Process

This chapter discusses the social marketing process. Over the past 35 years or so, many social marketing experts have outlined step-by-step approaches to planning, implementing and evaluating social marketing campaigns. There are approaches that outline seven steps, nine steps and even as many as 13 steps. Other approaches look at campaigns in phases. Four phases and six phases are most commonly mentioned. Despite the differing number of specific steps, all of these approaches include the same important elements of social marketing. When developing your specific social marketing plan, you should be fine if you consider the following:

- The number of specific steps is less important than covering all the important elements of the social marketing approach,
- A social marketing plan may be presented in a linear fashion on paper, but is not usually linear in execution. For example, evaluation needs to be conducted throughout the life of a campaign, and adjustments may be made early on in the process.
- Pre-planning is important. Before you start a social marketing plan you may need to conduct baseline scientific research, assess your community resources and support, and assemble your team.

Planning for Success

> ***"Begin with the end in mind."***
>
> ***–Stephen R. Covey, US leadership and success consultant, 1932-***

What are you trying to accomplish with your social marketing campaign? Do you want people to recycle more, conserve water, pick up after their pets, sweep grass clippings and fertilizers off sidewalks and driveways, or properly dispose of used automobile fluids and household chemicals? Those facts are usually the driving force for starting an outreach program. You already know the water is impaired or there isn't enough of it.

The baseline environmental data should be in place by the time you begin a water quality or water conservation outreach program. The scientific and environmental data have helped determine the problems. By going through these preliminary steps of understanding the environmental data, you will be able to determine if social marketing is a viable way to help achieve the overall watershed goal. The experts in the field can use the data to determine the most effective actions that need to be taken and by whom to correct the problem.

Let's start with the goal to stop pet waste getting into the water ways. If your scientific data shows that bacteria or nutrients from pet waste is the biggest environmental problem that can be addressed by a segment of the public, does your pet-owning and pet-walking audience understand that if pet waste is not picked up it can be washed into the storm drain and into the nearest waterway untreated? Does your target audience understand the impact to the environment of not picking up after their animals? Awareness of the issue and possible solutions is the first thing that should be in place before social marketing can be effective.

> ***"Plans get you into things but you got to work your way out."***
>
> ***–Will Rogers, The Autobiography of Will Rogers, 1949***

Once your audience is aware of a problem you can begin to position your marketing campaign to promote behavior changes. Socially, leaving pet waste on the trail or your neighbor's lawn is not acceptable behavior. "Doing the neighborly thing" is one way to package your message. Leaving behind pet waste threatens the health of the water and surrounding environment. Suggesting that "everyone needs to do their part to keep our environment safe" is another way to position or package your campaign. Your target audience needs to realize that even though they only have one little dog and they believe it is not a big deal, it is a big deal. They need to recognize how many dog owners think exactly the same way. The waste from each dog adds up to a large cumulative problem. "It takes everyone's cooperation to make our environment healthy" or "Everyone has to do their part even if it seems so insignificant," are examples of the social norms messages that could be used once basic issue awareness is in place.

Community Culture and the Environment

Action Steps

- Step 1: Conduct Pre-project Planning
- Step 2: Define Goals and Community
- Step 3: Identify Community Characteristics
- Step 4: Identify Assessment Methods
- Step 5: Analyze Results
- Step 6: Select and Implement Best Strategies

CCE Community Characteristics

- Community Boundaries
- Community Capacity and Activism
- Community Interaction and Information Flow
- Demographic Information
- Economic Conditions and Employment
- Education
- Environmental Awareness and Values
- Governance
- Infrastructure and Public Services
- Local Identity
- Local Leisure and Recreation
- Natural Resources and Landscapes
- Property Ownership, Management, and Planning
- Public Safety and Health
- Religious and Spiritual Practices

Laws and ordinances that compel people legally to do what you want them to do are not social marketing practices. However, laws and ordinances don't always work if they are difficult to enforce. When this is the case, social marketing messages are used together with laws to encourage compliance. For example, if increased compliance with a dumping ordinance that prohibits residents from dumping paint, cleaners, oils, etc. into storm drains is your goal, but it is difficult to effectively enforce, social marketing messages may be used as a part of your overall program. The same thing is true if you use increased taxes or other coercion to decrease overall water use. A campaign designed to get to people to "voluntarily" adopt a new behavior because of the punitive actions that can be taken against them is also considered social marketing. It is easier to change behavior than pay the price. Many storm water pollution campaigns use this tactic.

If your agency or organization is working within a truly voluntary program, such as the non-point source pollution program, social marketing becomes "the only game in town" to bring about behavior change.

What about negative ads? These advertisements often try to scare people into the improved behavior by suggesting that the audience will get sick or die if they continue their current behaviors. Negative ads often work, but they can easily backfire. So, no matter what your message, pre-testing it on members of your target audience is critical to help determine if you are on the right track.

Assemble Your Team and Learn about your Community

One thing that separates social marketing from commercial marketing is that social marketing can and should be a team effort. Regardless of your subject matter and whether your project is local, statewide or national in scope, there are sure to be many agencies and organizations who at least partly share your vision and goal. Because of limited financial and staff resources within any one entity, your social marketing effort may only be as effective as the interagency team you assemble.

Even if other organizations only offer advice or some staff time, you are still ahead of trying to do it alone.

Do your research and use your networks to locate individuals and groups with similar interests. Recruit the "usual suspects" such as the local school district if you are doing something connected to education. But what about the PTA? Are there businesses that stand to benefit from your initiative? Could they be partners? What about cultural organizations or churches? Have you thought about all the environmental groups, conservation groups and recreation groups that may share some of your interest?

There are many great social science tools available that can help organizations "map" the people, places, issues and assets within a community. Understanding these aspects of the planning process may help in planning and implementing a social marketing campaign. The U.S. Environmental Protection Agency has developed a guide, Community Culture and the Environment: A Guide to Understanding a Sense of Place, which describes many of these processes. The following web link offers a brief summary of the free document as well as information about how to obtain a copy. http://www.epa.gov/ecocommunity/tools/community.pdf, or download an electronic copy of the publication: http://www.epa.gov/ecocommunity/pdf/ccecomplete.pdf.

The document outlines six steps to assessing your community and its resources that can be useful in your outreach and social marketing efforts. The six steps are listed on the previous page, along with a list of community characteristics.

The guiding principle behind social science tools like those found in the Community Culture and the Environment guide is that the more you know and understand about your community the better your chances of successfully implementing behavior change campaigns.[1]

Do You Have A Plan?

The first chapter of this book established the idea that promoting behavior changes is difficult and getting people to actually change is very difficult. With that disturbing fact mind, if you are going to try to promote change at least be certain the goals you are "selling" are realistic. As a social marketer, the same thing applies to you. Think about the old joke: "How do you eat an elephant? one bite at a time." The sample social marketing plan below, fig. 2.2, provides general guidance through a social marketing process. Your plan may identify many sub-steps for each category listed. The plan below also differs slightly from the phases of a social marketing campaign from Chapter 1. You may be more familiar or comfortable with another planning model. Don't get caught up in the labels or number of steps, choose a planning mechanism that works for you and for the project you are undertaking. You may want to modify an existing model or create your own from scratch. The important thing is to plan before you act.

Sample Social Marketing Plan Matrix

Project name or area____

Category	Statement/Description

Define the Problem (Baseline scientific data)	
Identify Possible Solutions (Including structural and behavioral actions. The exact behavior(s) you choose to promote may be refined or changed once your have conducted audience research.) Product	
Assemble Your Team and Assess Community Resources	
Conduct a SWOT Analysis (Examine the **S**trengths and **W**eaknesses of your team [internal] and the external **O**pportunities and **T**hreats that could present themselves)	
Identify Target Audience(s)	
Assess Audience Knowledge, Attitudes and Practices	

(Baseline social data)	
Competition (…with a current behavior, other social and commercial messages, etc. Examine barriers to change)	
Exchange (What are you offering in place of the audience's current behavior(s)? What's in it for them? How does it benefit them?) Price	
Develop Potential Messages Promotion	
Test Messages (Focus groups or discussion groups)	

Choose Mediums (media mix) (Think of both mass media and community-based mediums and methods) Place	
Implementation plan (Identify who will do what and when. You may want to create a separate implementation schedule document)	
Evaluation (You'll look at inputs and outputs [internal], and outcomes [external]. Outcomes may be short range, medium range and/or long range)	
Adjustments/refinements	

fig. 2.2

Sometimes new potential partners emerge after you have started. That's okay, welcome them aboard. Sometimes you need to adjust your target audience wider or narrower than you originally thought. That's fine as well. Perhaps a medium or format for communicating your message becomes more prominent as you progress. Even the behavior you identify early on may change as the process continues. Don't be afraid of the "curve balls" the process throws you. The great thing about a plan is it can always be adjusted as needed, especially if the adjustments help you reach your goals.

The Phases of a Social Marketing Campaign

As promised, the phases or steps involved in a social marketing campaign are listed again below.

Generally speaking, social marketing campaigns include the following phases or series of steps:

- Define the problem (e.g. the behavior you want to change)
- Identify possible solutions
- Identify and segment your audience
- Conduct a SWOT analysis, which looks at a campaign sponsor's internal strengths and weaknesses, as well as external factors that can impact a campaigns outcome. These are labeled as opportunities and threats,
- Understand your audience through marketing research (the positioning strategy starts to become clear)
    - Identify the barriers to change
    - Identify ways to reduce the barriers to change
    - Refine selection of action/behavior to promote
- Select medium and messages
- Pretest your campaign ideas and messages
- Implement
- Evaluate your results to see if you have created the desired change
- Make adjustments as needed

As we progress through this book, many of the steps that are briefly described below will be given further attention later. If that isn't enough, however, there are many good books available on planning and social marketing planning and implementation. Conduct research on how to plan a project and structure a social marketing campaign until you feel comfortable. Then start writing. Don't worry if you have to put down your pen and pick up your research materials several times during the process. A good social marketing practitioner never stops learning from others.

Step 1: Define the Problem

The first step is to identify the problem and break it down to a doable size. This is where baseline data comes in. Whatever your topic of concern, your concern is warranted because somebody has researched the topic and has shown it to be a concern. For example, studies have shown that when people use their seatbelts they have a better chance of surviving automobile accidents. Other studies show significant numbers of people from certain segments of the population still don't wear seatbelts on a regular basis. So, you as a social marketer have the baseline data you need to know there is a need for a social marketing program aimed at increasing seatbelt use in your area. You still may not understand the best approach, message or mediums until you research your target audiences, but you have a place to start.

The East Canyon Watershed Committee in Park City, Utah, had a place to start. The water quality research that had been conducted showed water quality problems related to increased nutrient levels and decreased dissolved oxygen in the creek. These water quality problems could be linked to activities of local residents, and the road and building construction industries.

Before starting an awareness or behavior change campaign, the committee wanted to understand what residents in the area know about the watershed and sources of water pollution. The group commissioned a telephone survey about current behaviors and beliefs to determine if voluntary behavior change could possibly improve water quality.

Several simple actions taken by residents in their daily lives can have an impact on water quality. They include picking up after your pet, sweeping grass clippings, properly disposing of used oils and other chemicals, and properly using fertilizers and pesticides. Looking at the baseline scientific data, the committee determined many of those activities could contribute to the water quality problems in the area. The next step was to figure out who was doing what. That's where the survey came into play.

The watershed committee had hoped to be able to jump into behavior change immediately, but the survey indicated that there is a significant lack of awareness that must first be addressed.

The graph on the following page fig. 2.3, shows that a large majority of residents either mistakenly think storm water is treated at a water treatment plant or they just don't know. This is important because people who think that their polluting actions are automatically corrected downstream as a matter of course—just another service their tax dollars pay for—are less likely to want to change their own behavior.

Armed with that information, the East Canyon Watershed Committee can now start their planning process at the "right place." They now know that they must begin with an awareness campaign.

Step 1

Define the Problem

- **What is the water quality problem?**
- **Can social marketing help?**
- **Are you ready to jump into social marketing, or do you first need to raise awareness?**
- **Have you assembled your team and community resources?**

"The campaign is likely to start by educating residents about storm water and where it flows. Storm water flowing off of lawns, golf courses, streets, and constructions sites is thought to be a major contributor of nutrients and sediment to local streams. Nutrients have wreaked havoc on East Canyon Creek in recent years, feeding excessive growth of aquatic plants, which in turn has reduced the oxygen available to trout and other aquatic species."[1]

After educating and raising awareness in the watershed, the committee will begin the process of trying to change behavior, but which behavior should they focus on first?

Turning again to their survey, they decided that when they are ready to start a social marketing campaign, it will be aimed at residents who own or walk dogs, and will focus on proper disposal of pet waste.

Question 39. STORM WATER is the water from rain, melted snow, and sleet....from what you know or have heard, does neighborhood storm water go to a treatment plant?

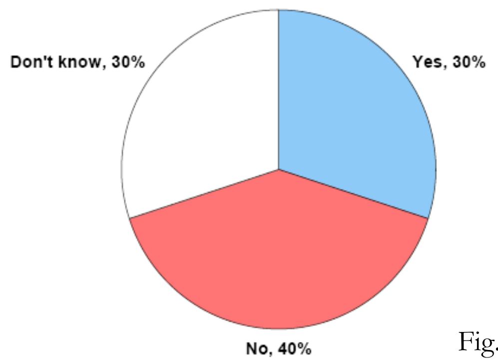


Fig. 2.3

"Over half of the residents surveyed own at least one dog, and half of the dog owners regularly walk their dogs along creek trails. The survey, which represents over 20,000 residents (with a +/- 7% error), indicated that at least 5,900 dogs are regularly visiting creek corridors, and that the waste of more than 800 dogs regularly ends up along our local creeks. Thus, educating dog owners about the detrimental effects of their pets' waste on local creeks will be a vital component of the campaign."[2]

In the case of the local watershed committee, they had written an outreach plan that included conducting a survey and acting on it, but they didn't know exactly what the survey would say. Once the survey was completed, they needed to go back and adjust their plan somewhat to fit their new direction.

As we move through the other steps of writing a plan, you'll notice that adjustments will have to be made from time to time as you go through the process. A project rarely, if ever, goes exactly according to the plan that is written at the outset. However, you are usually far ahead for having taken the time outline expectations and actions before you start.

Step 2: Identify likely solutions

The baseline scientific data will probably indicate the possible solutions. In this step you will sort the possible solutions based on whether they can be accomplished through social marketing, the potential cost, the potential time each solution will take, and other factors that may pertain to your issue.

As you review likely solutions to your water quality problems, remember that ordinances, rules and regulations, and laws are not social marketing, but social marketing may be used in conjunction with these punitive approaches to get even better results than laws alone. Sometimes when the behavior change is purely voluntary (no laws involved), some structural changes may still need to be made to facilitate behavior changes.

For example, as the East Canyon watershed committee gets to the point of trying to get more dog owners and other dog walkers to pick up and properly dispose of pet waste on the creek-side trails, they may find that access to plastic bags and waste receptacles is a major barrier to behavior change for some many people. In that case, the structural change or adding plastic bag dispensers and waste receptacles at more places on the trails may be a necessary step to getting people to change their behavior.

Step 2

Identify Likely Solutions

- **What actions can individuals within your watershed take that will help you realize your water quality goals?**
- **What are some possible barriers that may keep people from taking on the actions?**
- **Are some of the possible actions structural (something you can do to increase the chance of individual success?**

Along with the structural barriers that get in the way of individual behavior change, there are many behavioral barriers. These can include money, time, convenience, access, knowledge, or one of many social factors. We will discuss behavioral barriers to individual change in Chapter 4.

Institutional Barriers

Along with the structural and behavioral barriers to individual change, there are also institutional barriers that may come into play. In the example above about the pet waste bag dispensers and receptacles, the land owner or manager would have to approve of having the dispensers and waste receptacles placed along the trail.

Money is almost always an issue for non profit and government organizations. Do the changes indicated in a social marketing plan need to be coordinated with funding for watershed restoration? For example, if your watershed has a nutrient or bacteria problem stemming largely from animal agriculture and the indicated actions include fencing livestock away from streams and moving feed yards and corrals, you would want to market these practices to your animal agriculture community. However, the significant expense of taking on these fixes may preclude many farmers from participating—even if they want to participate—so you need to know that there are watershed restoration cost-share funds available for such work. If you don't have the financial backing for implementation you will likely fail. Farming is a business. Money is oftentimes the largest barrier to changing behavior for people in business.

Step 3: Identify/segment audiences

Again in this step, much of the data you will use already exist and some will be collected new.

There are many ways to find out about your community. Census data and statistics compiled by local agencies and organizations can help you to understand the cultural, age, and gender makeup of your community as well as other demographic measures such as income, average family size, percentage of single people, percentage of home ownership, etc.

Much of the information listed above already exists and is accessible. Using the internet it usually doesn't take nearly as much time to collect this type of data as it did even 10-15 years ago. Most of these background data will come from government sources and are free. You should always try to gather as much existing background data as possible before paying for new research. Finding and using as much previously collected information about your community as possible will reduce the amount of more expensive new data you will have to generate in order to implement your campaign.

Step 3

Identify/ Segment Audiences

- **Use community statistics to determine demographic and other characteristics of your audiences.**
- **Group individuals in ways that make sense to your project.**

In the case of the East Canyon Watershed group, some of the information about dog owners in the area and trail use came from existing data. Using information collected by trail managers about the volume of people, pets and pet waste on the trails, together with newly collected information from the survey and focus groups, the committee was able to isolate the barriers to change and promote the benefits that would most likely prompt the audience to take on the actions of picking up after their pets and properly disposing of the waste.

Step 4: Conduct a SWOT Analysis

Conducting a SWOT analysis, which stands for **Strengths, Weaknesses**, **Opportunities**, **Threats**, is a way to analyze and evaluate your current situation and environment. While it's typically used for strategic planning in business and social service settings, it can also be used in goal setting to help you identify goals that will give you the most benefit in specific projects or programs. It is a way of matching your internal capabilities, resources and liabilities with the external factors you are facing. A SWOT analysis could easily be conducted earlier in the social marketing process. The reason we have placed it here has the do with the importance of the target audience in the social marketing decision-making process. The opportunities and threats portion of the analysis rely on external factors, many of which are influenced by or related to the target audience. You will have a better grasp of the external factors once you have identified your audience. You also may want to conduct a preliminary SWOT at the beginning of the planning process and revisit the external factors again after primary market research.

Performing a SWOT Analysis

You start by identifying your **strengths**, which represent your internal capabilities and resources in this result area. Here are some questions you can use to help you get started:

- What are your core competencies in this area?
- What relevant skills, talents or abilities do you possess?
- What resources do you have at your disposal?
- What specialized knowledge or expertise do you have access to?
- Whom can you ask for advice, support or help?
- What special/proprietary tools can you use or develop?
- What is already working well in this area? What related strengths does that reveal?

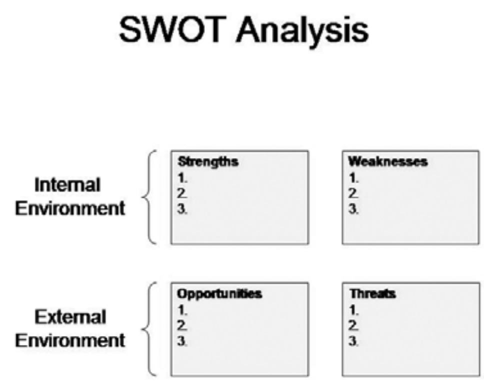


fig. 2.5

Keep in mind that not all of these questions will apply to every result area. Just use the ones that make sense to help you identify your strengths.

The next step is to identify your **weaknesses**, which represent your internal liabilities. In many cases, the lack of a strength or resource can be considered a weakness. Here are some ideas to help you identify your weaknesses:

- What are your main liabilities in this area?
- List all the relevant skills, abilities and talents that you would find helpful in this result area. For which of these are you skilled or proficient?
- List the specialized knowledge or expertise that you would find helpful in this result area. Any knowledge or expertise that you lack could be considered a weakness.
- Are there any resources (money, time, help) that you currently don't have access to?

Step 4

SWOT Analysis

- **SWOT stands for Strengths, Weaknesses, Opportunities and Threats**
- **Strengths and weaknesses examine your internal abilities and limitations**
- **Opportunities and threats are external factors that may impact your success**
- **A variation of SWOT may help you identify targets and strategies.**

- What is not working in this area right now? What related weaknesses does that reveal?

Your **strengths** and **weaknesses** give you an idea of your internal capabilities, resources and liabilities. The next step in SWOT analysis is to identify your external **opportunities** for profit, growth and improvement. Here are some ideas to help you identify them:

- List the opportunities that you have been considering.
- What things could you improve on in this result area?
- Think of one thing you could do that would significantly improve your situation in this area.
- What important goals could you pursue?
- How can you take advantage of your strengths?
- Can you take advantage of any changes in your environment or circumstances?
- What opportunities would become available to you if you eliminate some of your weaknesses?

Now identify your **threats**, which represent external events, environmental factors, or changes that could affect you negatively. Here are some ideas to help you identify some threats:

- Make a list of serious risks you are facing in this area if you continue along your current path.
- What obstacles or roadblocks are impeding your progress?
- What environmental factors are affecting you negatively?
- Think about how current changes to your environment or circumstances could affect your campaign negatively.

Using SWOT in Watersheds

Rather than using a specific example at this point, consider a generic watershed example of what a SWOT might reveal.

Strengths:

- High quality, diverse interagency team or watershed group,
- Ample cost-share funding currently in place,
- In-house (within any agency or group participating in the project) the marketing expertise,
- In-house public relations expertise,
- Opinion leaders, or innovators already on-board with the campaign,
- Solid water quality data is in place.

Weaknesses:

- The project team or watershed group is missing representation from key groups,
- Funding is limited,
- The team is missing in-house experts in marketing, public relations, and/or advertising,
- Opinion leaders have not yet joined the cause.
- Water quality data is not complete

Opportunities:

- The local Farm Bureau committee, friends of the river group, etc. are starting to show interest,

- Additional federal funding is becoming available,
- Growth has the local city/county worried about storm water pollution from construction and other sources. Though the community is not yet part of the EPA storm water Phase II regulations, it may want to participate in education activities,
- One of more of the potential new partners have in-house experts that the committee is missing,
- Opinion leaders are starting to express concerns about environmental conditions,
- Additional water data is going to be collected this year.

Threats:

- Changes in political leadership threaten additional funding,
- Growth may accelerate water quality degradation,
- Other social problems are taking attention away from watershed health.

As you can see from the generic example, the strengths and weaknesses are internal within your own organization and under the umbrella of the organizations within your watershed group. Some of them are easier to address than others.

The external factors are usually more difficult to control. However, being aware of them may offer your organization the ability to side-step the threat and more aggressively pursue the opportunities.

Using SWOT Analysis to Identify Targets and Strategies

The whole point of doing a SWOT analysis is to help you identify the most beneficial targets and strategies to pursue right now based on your current situation, and to identify strategies that will help you prepare for the future.

You do this by analyzing the four quadrants of the SWOT matrix. Heinz Weihrich, a professor of Business Management at the University of San Francisco, developed a four quadrant visualization of the SWOT model, known as the TOWS matrix in 1982. Here is how Weihrich applied the SWOT analysis.

TOWS Quadrant I - Strengths/Opportunities (SO)

This quadrant focuses on goals and strategies that take advantage of your core strengths to aggressively pursue the best opportunities at your disposal. This is particularly important if the opportunities are short-lived. An example would be to utilize a temporary competitive advantage to gain market share in your business.

TOWS Quadrant II - Strengths/Threats (ST)

This quadrant focuses on goals and strategies that utilize your strengths to actively eliminate or reduce threats you are facing.

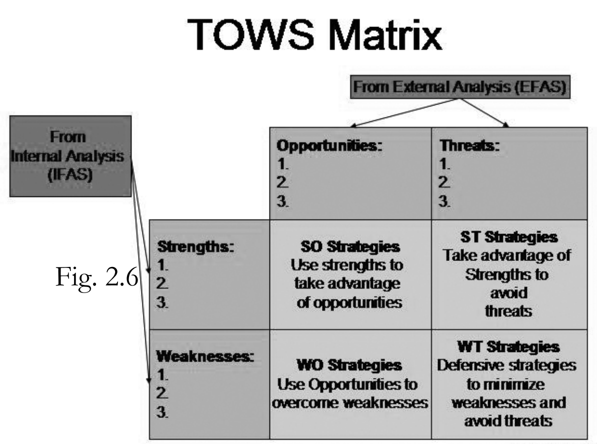


Fig. 2.6

TOWS Quadrant III-Weaknesses/Opportunities (WO)

This quadrant focuses on goals and strategies that can help you open up opportunities down the road by working to reduce some of your weaknesses (or making your strengths even stronger). You can use this quadrant to help you prepare a long-term improvement plan.

TOWS Quadrant IV - Weaknesses/Threats (WT)

This quadrant focuses on goals and strategies that can help you mitigate and avoid threats that could result from your weaknesses. You could do this by eliminating the weaknesses and turning them into strengths, or by developing defensive strategies to reduce the likelihood or severity of the threat.

Summary

The four TOWS quadrants provide different perspectives to help you identify targets and strategies:

- SO Quadrant - Opportunities to Pursue
- ST Quadrant - Threats to Eliminate
- WO Quadrant - Things to Improve
- WT Quadrant - Risk Mitigation & Avoidance

Over the long term, you should include goals from each of the four quadrants for balance. In the short term, you may want to focus on one or two quadrants to take advantage of any circumstances you are currently facing.

Successes/Failures Analysis

While SWOT analysis is a good way to examine your current situation looking forward, it doesn't always reveal past trends that you can learn from. A successes/failures analysis complements the SWOT analysis and the TOWS matrix and can give you more insight into your strengths and weaknesses.

You start by listing all your successes and achievements in this result area, followed by listing all your failures or missteps. Once you've listed them, you can identify additional strengths and weaknesses based on the trends that they show you.

Step 5: Understand Audiences:

Social research aides in understanding audiences

Marketers call it marketing research, social scientists call it social science research. Regardless of the title, a mix a qualitative and quantitative data about your audiences can go a long way toward providing the kind of insight needed to produce messages that resonate with specific people or groups and spur them toward taking action.

We have listed audience research as step five for the sake describing the social marketing process in a linear fashion. However, it is critical to remember that audience research, evaluation and adjustment can take place at any point in the process. Audience research in one form or another may be used continually throughout a social marketing campaign.

Think of understanding your audience as a moving target, like the plastic duck figure in a shooting gallery. Perhaps a more accurate way to look at it is like a long road trip in your car. If you get online and use one of those mapping programs to plot your trip you will most likely encounter several pronounced turns. However, even if the map tells you to take the Interstate Highway for 200 miles as one leg of the journey, you'll still have to watch out for and make adjustments. Whether the road twists and curves through a mountain pass or merely has a bump or pothole or two along the way, some level of adjustment is necessary even on a straight and flat road. Audience research is your navigation system that sees the major turns and the small bumps.

Step 5

Understanding Audiences

- **Audience research can be quantitative or qualitative**
- **Quantitative research such as surveys can be statistically significant measures of actions and behaviors**
- **Qualitative research such as focus groups are not statistically significant, but they do provide understanding of why and how people do things, and what it might take to get them to change behavior.**

Quantitative Research

Quantitative research includes surveys and certain kinds of interviews (such as those conducted in shopping malls and voting locations). Quantitative research methods do a good job of documenting what people do, what products and brands they buy, whom they vote for, etc. Designed and administered correctly, quantitative research is statistically significant and can go a long way to determining consumer behavior.

Qualitative Research

Qualitative research includes observation, focus groups and more in-depth one-on-one interviews. Unlike quantitative research, qualitative research methods are usually not statistically significant, but they are important to your overall understanding of your audience. Qualitative research can be more in depth. It can get to the "why" better. Especially when it comes to focus groups, product testing groups and one-on-one interviews, this is where real understanding of the audience is solidified. Most of the time it isn't enough to know what people do, because knowing what a person chooses to do or how they choose to act doesn't point out the barrier, if there is one, to doing something different or acting a different way. Understanding why they do something or act a certain way helps to illustrate the barrier. Is it just that they don't know a better way? Is it easier, less expensive or more socially acceptable to continue their current behavior?

A Survey Instrument Can Provide Baseline Data

A Knowledge, Attitudes, and Practices (KAP) survey is a great way to understand what actions people engage in and what they know about a topic. As we mentioned on page 15, the East Canyon Watershed Committee used a survey instrument. They used a telephone survey approach. However, surveys can be conducted via the mail and personal intercept interviews. Interviews are also used as a form of qualitative research gathering.

A well-written and thought out survey can do many things for your organization as you plan your social marketing campaign. The East Canyon example identified people within the community by periodic actions such as maintaining their yards and washing their cars, and by their interests and activities such as owning dogs and walking them near the stream.

A survey can also help with your project evaluation by providing baseline data that you can compare to data you collect at the end of your campaign.

Surveys can also be used to supplement or verify existing demographic and population data. Surveys usually try to identify participants by age, gender, income level and often by interests. They can also identify where people get their news and information. The information gathered in a statistically significant survey can go a long way in helping you understand your audience.

Focus Groups and Interviews Get to the Heart of the Matter

When you sit down and talk to someone one-on-one, you have a real chance to begin to get to know and understand him or her. The same can be true in a small group setting. In-depth interviews and focus groups provide those opportunities to gain a better understanding of people who are representative of your target audience. This kind of "soft" data can be very important in developing materials designed to ultimately change attitudes and behavior. Focus groups and in-depth interviews can be very effective in pre-testing messages, screening or refining questions for upcoming surveys, evaluating effectiveness of previous efforts, and other like purposes when an understanding of the reasons behind the actions is important.

Triangulation of Data

Most social science researchers recommend using three methods to collect audience data. This is because social science audience research is based on representative sampling and relies on self-reporting of actions (with the exception of observation) and attitudes. Most audience research practitioners complement a survey with focus groups and select individual interviews. Sometimes observation is used as one of the

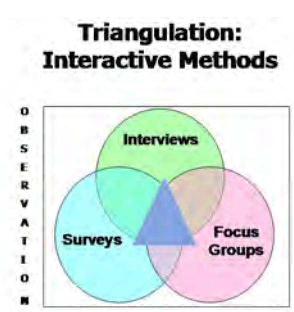


fig.2.7

methods. Figure 2.7 shows how triangulation can provide an overlap of information. It is in that overlap where researchers feel most confident in suggesting approaches and actions.

Refining Selection of Action/Behavior

Once you have completed your quantitative and qualitative research, you should know the answer to most or all of the following questions:

- What are your audience's current actions?
- Why?
- What are the barriers to change?
  - Do they need more information, better access, financial incentives, etc?
- Which potential benefits of the new action are most attractive to the audience?
- Where do they get their news and information?

Step 6: Choose Mediums—the Media Mix

Once you understand more about your audience, their current actions, and the barriers and benefits that need to be addressed, you will be able to pick the proper mix of media tools. By learning in the previous step where your audience members get their news and information about your topic, you will begin to understand which mediums will be most effective. One thing to keep in mind at this stage is that technology is so quickly that identifying mediums can be a moving target. The internet has become an important medium over the past sever years. Yet, even the way people use the internet is changing. Pod casts, You Tube, countless blogs about every topic imaginable, and other communications trends are evolving rapidly and changing the way we communicate. As a case in point, consider the mid-term Congressional elections in 2006. At least one political expert remarked that the real winner of the elections was you Tube. Polls of voters indicated that video messages posted on the personal video sharing website had a greater impact on many individual races than did advertisements broadcasted over the traditional airwaves or through cable television.

Whether your audience is 100 people or 100 million people a mix of mass communication methods and community-based approaches will yield the best results.

If your audience is small your mass communication media will probably not include national or local television advertising. Trying to get your story covered in the local news media, however, may be a good approach. You may also choose to advertise in the most local media, such as a weekly newspaper or on community radio or television. For smaller audiences, interpersonal communication approaches are usually easy to identify. Presentations at meetings, educational presentations at local schools, and door-to-door communication can be a very effective way to get a deeper message to a small target audience.

Step 6

Choose Mediums

The media mix

- **Incorporate both community-based approaches and mass media messages as appropriate for your audience size and available media**
- **Base communication mediums on audience research.**

If your audience is larger, mass media approaches such as television, radio and newspapers can be very effective to spread the word, but behavior change does not usually result from such surface level communication. More in-depth interpersonal communication usually brings about attitude and behavior change. Once enough people change behavior based on your efforts, others within your community or target audience will start changing. These are phenomena known as social diffusion, which we will discuss later.

Below in fig 2.8 is a sample decision matrix designed to weigh the pros and cons of possible social marketing channels and actions. This table does not tell you how to rank or vote for each item. Instead, it allows you to lay it out in a snapshot view. This should make the decision process easier. Remember, however, if a possible action does not rank highly in your audience research, the chances of it being successful are greatly reduced, even if it scores high in other categories such as cost, time and preference by partners or funding organizations. In the example below there are three possible social marketing approaches, so the ranking numbers are between one and three, three being best.

Social Marketing Mass Media Practices Ranking Sheet

Rate the Following practices 1 – x for each category

Practice	Best exposure to audience	Cost (highest rank= highest cost)	Quick results	Target Audience ranking	Overall ranking (lowest rank = best choice)
TV ads	3	4	1	1	2
Newspaper ads	1	3	3	3	3
Radio ads	4	2	4	4	4
Internet	2	1	2	2	1

fig.2.8

In this case the project is very localized and the local cable TV station is not indicated as a major source of local news and information by the target audience members during marketing research.

The ranking number range should correspond with the number of potential media channels or approaches. In the above example each item was ranked 1-4 for each category. You could do similar ranking matrices for one-on-one and group outreach practices, or you could have one matrix for all of your potential practices and approaches.

Because a media mix of mass communication channels and community-based approaches is an important part of the social marketing process, a similar ranking matrix should be developed for your most likely community-based approaches as well. Figure 2.9 (below) shows four examples of possible practices. As with the above table, the practices are ranked for each column.

Social Marketing Community-based Practices Ranking Sheet

Rate the Following practices 1 – x for each category

Practice	Best Exposure to Audience	Cost (highest rank= highest cost)	Quick Results	Target Audience Ranking	Overall Ranking (lowest rank = best choice
Water fairs	1	2	4	1	1 (tie)
Speaker's bureau	2	1	3	2	1(tie)
Training block captains	4	3	2	3	3 (tie)
Door-to-door personal visits	3	4	1	4	3 (tie)

fig.2.9

In this hypothetical case the mass media channels are much easier to rank than the community-based channels. One way to break the tie among community-based approaches is to add a column for "best potential overall results." The speaker's bureau may have more impact on each participant than the water fair. This category is also complicated by the fact that door-to-door visits and training block captains have been shown to produce better measurable results in behavior change initiatives. Within the scope and budget of your project, you must weigh factors that include the number of people you reach, the depth to which you reach them and the cost.

Step 7: Pretest Approach and Messages

By this point you should have an idea about where to focus your efforts. Your top target audiences should be identified and the best solutions should be chosen.

Step 7

Pretest Messages

- **Conduct focus groups/test groups to review possible messages,**
- **Prepare questions to gauge reactions,**
- **Use messages that have already been developed by others as a less expensive way to target the message and approach.**

The East Canyon Watershed Committee looked at their survey and realized that they needed to focus first on awareness that storm water runoff returns to the creek untreated. When they started to look at changing behavior they focused on dog owners. The message was to pick up after their pets whether walking them in a neighborhood or right next to the creek.

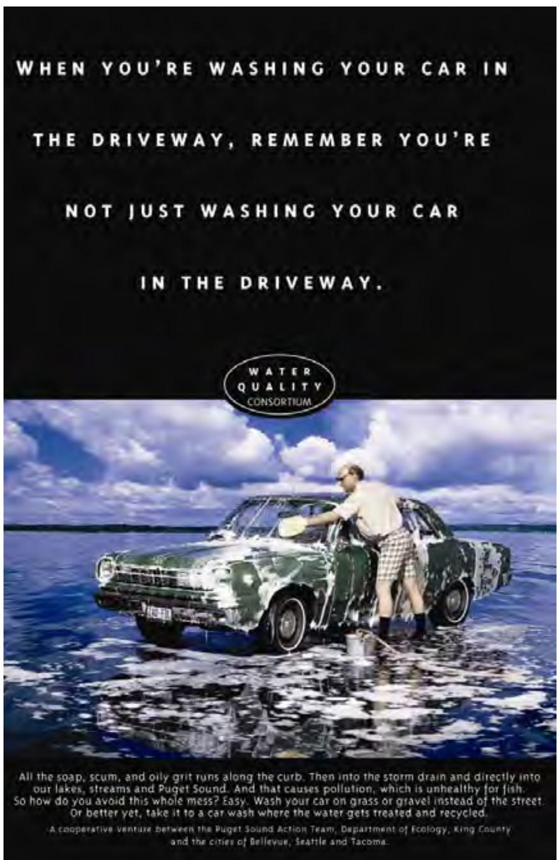
If we were in the big business corporate world, the game plan would be to create messages and campaign materials from scratch—sometimes at a cost of several thousand dollars—and then test those messages and campaign materials on focus groups that represent the targeted audiences. Based on the reaction and responses of the focus groups, the materials and messages would be refined or recreated, retested with new focus groups. Once the committee and the researchers felt confident with the reactions from target audience members, the committee would release a multi-faceted campaign.

We are not in big business. The process described above is too expensive for most non-profit organizations and government agencies. Additionally, there are still attitudinal barriers on the part of supervisors within organizations and outside funding agencies that prevent creating materials that may never be used and holding multiple rounds of focus groups sessions before the campaign even begins.

Corporations make the investment because they know that doing so will increase their chances of making a profit, or a bigger profit.

Most of the time government and non-profit organizations don't think that way because there is no financial profit to be made to offset the cost. There may also be a concern about "wasting" public money on developing products that may never be used. However, the "profit" social marketers stand to make--improved health or quality of life for individuals or communities--is arguably more important than the bottom line. If social marketers do not pre-test their messages they stand a greater chance of missing their target. If this happens they stand little chance of causing attitude adjustments and behavioral changes.

Test similar existing materials



The advertisement above, which originated in Washington State, has been used in several other locations throughout the country.

An alternate approach to creating materials for testing purposes that will most likely have to be refined or recreated is to use similar existing materials from somebody else's campaign. Most products developed with public money, especially federal government money, can be reused or refined with permission without having to pay for the rights.

The State of Maine used this approach in 2004-5 as they prepared to start a storm water pollution awareness campaign, which would lead into social marketing efforts.

The project coordinators were aware of several 30-second television advertisements that had been produced in various places throughout the United States using U.S. Environmental Protection Agency federal grant money. They pulled together several of these spots to test with focus groups. The focus group participants overwhelmingly preferred a commercial from the City of San Diego, California, that featured rubber ducks floating along gutters, into storm drains and out to the ocean to represent how water pollution travels.

Project sponsors in Maine recognized that this spot could be used in their state by recording a new narration track and adding a title screen at the end. They secured permission at no cost from the City of San Diego to use the spot and spent a few hundred dollars in post production services to re-master the commercial.

Not only was the ad relatively inexpensive to produce, it has been very effective as a part of Maine's storm-water awareness campaign.[2] A more detailed account of this campaign appears later in this book in chapter 10.

Step 8: Implement your Campaign

This is where your staff, partners and community resources can really help. Some campaigns have a significant community-based component, which may include giving presentations at meetings or schools, doing demonstrations or sharing information at fairs and festivals, knocking on doors or passing out information door-to-door. These methods are labor intensive, but usually less expensive. Interpersonal approaches are often only as effective as the people conducting the programs. If you use volunteers, train them well and provide them with some sort of incentives. If you use partner groups, make certain the people you use from those groups share your level of commitment.

On the other hand, if your campaign is mostly mass media in nature, you will probably need a lot less manpower support from volunteers and partners, but you will definitely need a lot more money.

Repetition is the key to learning and taking action. People need to hear your message several times for it to sink in. This is why the media mix is so important. The Keep America Beautiful "crying Indian" campaign mentioned at the beginning of Chapter 1 combined the effective mass media campaign with local efforts throughout the country. Local information dissemination and litter collection teams were assembled. Giveaway items such as trash bags displayed the campaign logo as a way of further branding the message. Local news media outlets were invited to local clean-ups. The campaign was present at local fairs and festivals. This mix of media continued until the campaign ended in 1983.

Step 8

Implement

- **Use your research to this point to pick the best mix of community-based and mass media approaches—and go for it!**
- **Document everything you and your partners do in the name of the campaign,**
- **Conduct pre and post tests/polls as appropriate,**
- **Incorporate earned media (news coverage) into your campaign.**

Giveaway items, personal appearances, news media coverage, door knob flyers and many other methods of getting out a message can complement mass media and provide the repetition needed for otherwise disinterested people to take notice.

Step 9: Evaluate

For the purposes of a linear outline, evaluation appears as step nine. However, evaluation in one form or another is conducted throughout a social marketing campaign.

Project evaluation plans often look at inputs, outputs and outcomes. Inputs usually refers to components such as identifying issues and possible solutions, assessing target audiences, engaging partners in the process, and developing your approaches. Outputs refer to the tools or deliverable products that result from your efforts. Fulfilling research objectives related to audience assessment or message and product testing may be considered an output, but it is also an input. Outcomes are the results of your actions. Outcomes can be short-term, medium-term and long-term in nature. Sometimes your mandated outcome may be short-term or medium-term outcomes.

For example, the East Canyon Watershed Committee was faced with a lack of awareness about where storm water goes and whether it is treated. Therefore, their short-term goal with their federal grant funds for information and education had to be raising awareness. They could set an achievable number or percentage of residents to educate. Their survey provided their baseline data. A follow-up survey would identify the relative success of their effort. A medium term goal could be to raise the percentage of people who are aware that storm water returns to the creek untreated. Once they started their behavior change efforts for dog owners, they could measure an increase in dog owners and walkers who self-reported that they now pick up after the animals. That could be followed by a measurable decrease in pollutants reaching the stream. Finally, they could show measurable improvements to the stream.

Step 9

Evaluation

- **Plan for evaluation from the beginning**
- **Process evaluation looks at the inner workings of the campaign including, budgets, task completion and timelines**
- **Outcome evaluation determines if your target audience received, learned from and acted on the behavior change message**
- **Impact evaluation determines if individual actions collectively resulted in helping achieve the overall program goals (e.g. improved water quality).**

Evaluation Types

Process evaluation methods usually look at inputs. You can also include outputs in the process. Outcome evaluation looks at the results. One simple way to think of it is that process evaluation is what "you" do as the person, agency or coalition behind a project to produce your outputs. Outcome evaluation looks at what your audience does or learns in reaction to your efforts.

Using a Logic Model to Track Progress

A logic model or program matrix of some sort is an easy way to generally track inputs, outputs, and outcomes. You can make such models as detailed as you want. However, the more data you include in your model the less likely that it will fit on a single page. Some people prefer a simple "at-a-glance" method, while others want more detail in their chart.

Below in fig. 2.10 is a simple example of a social marketing project logic model.[3] This model provides an opportunity to state in the simplest terms the objective, the need to be addressed and reference the data that support that assertion, the inputs (process), the outputs and the intended outcomes. Outcomes are defined as short-term outcomes, medium-term outcomes and long-term outcomes. Two other potential columns could indicate barriers to progress and adjustments to the plan. The logic chart also appears in Appendix I of this book.

Sample Social Marketing Logic Chart

Goals are *Overarching Benefits for Society*

GOAL 1: Reduce Storm Water Pollution from Motor Oils by 30% in a Four Years

-

Objectives	Baseline Data Identified Need (Risk Factor)	Inputs Resources, Collaborations, Planning	Activities Element(s)/ Components Schedule / Scope	Outputs (Quantifiable, Qualifiable, Deliverable items)	Short-Term Outcomes Including Evaluation activity/ measurement	Long-Term Outcomes Long range- generally the cumulative effect of short-term outcomes
1.1 *increase awareness that storm water reaches the creek untreated to 60% in one year.* What do we want to achieve for **target population.** Measurable, tangible	Audience knowledge is low; recycling locations not convenient.	City storm water staff, watershed committee, local, state and federal funding for education.	Promote the positive environmental impacts of recycling, promote the increased convenience of recycling.	Doorknob flyers, neighbor-hood meetings, stenciled storm drains, advertising in local media, media relations	Pre and post campaign surveys	People don't dump into storm drains
1.2 *Increase percentage of residents who recycle their used oil by 20% in one year.*	Automobile oils and other fluids are polluted the water. This is coming from residents who change their own automobile oil and don't properly dispose of it.	City storm water staff, watershed committee. Money from localities who must comply with federal storm water regulations.	Provide more recycling locations; advertise locations	Recycling Location stickers for businesses; doorknob flyers, neighbor-hood meetings, stenciled storm drains	Pre and post campaign surveys	People don't dump into storm drains
1.3						

1.4						
1.5						

GOAL 2

Objectives	Baseline Data Identified Need (Risk Factor)	Inputs Resources, Collaborations, Planning	Activities Element(s)/ Components Schedule / Scope	Outputs (Quantifiable, Qualifiable, Deliverable items)	Short-Term Outcomes Including Evaluation activity/ measurement	Long-Term Outcomes Long range- generally the cumulative effect of short-term outcomes
2.1 What do we want to achieve for **target population.** Measurable, tangible						
2.2						

-

2.3						
2.4						
2.5						

Fig. 2.10

Remember that evaluation is not something to put off thinking about until the end of the project. Tracking progress, performance, barriers and adjustments all the way through the social marketing process will benefit the project itself and improve the evaluation reporting process. A high level of documentation of success may also lead to additional resources.

Step 10: Adjust

Once again, don't wait until the very end to adjust. It's like driving somewhere new: the time to turn around or ask for directions is when you first realize you are lost. In our society it has been the punch-line of many jokes and humorous anecdotes that men will never stop and ask for directions. Going through the social marketing process is like asking for detailed directions in advance. But if you still get lost or make a wrong turn, your continuous monitoring of your progress will allow you to check back in with your map (your audience, baseline data, institutional barriers, etc.) to determine how to proceed.

Adjustment could be needed early on during planning, during campaign development, or during implementation at any point. It's not feasible to predict when you may need to adjust because every effort is different and your audience is always the wild card. The way to know when to go back to the drawing board is to pay attention throughout the process.

Step 10

Adjust

- **Adjustments are a natural part of the social marketing process,**
- **Check in with your plan often,**
- **Check in with your partners periodically,**
- **Check in with your audience as often as possible**
- **Adjust as needed.**

A Note About Grants and Adjustments

Funding organizations like or require fairly precise detailed work plans before money is awarded and work begins. Yet the social marketing process requires a certain amount of flexibility. Often times you cannot adequately provide details or costs related to the implementation phase until the audience assessment phase is complete. There are a few possible options.

1. Provide as much detail as possible and inquire in advance about the process for amending a work plan. Usually if you want to make adjustments to tasks that don't go away from the topic and don't cost additional money, funding organizations will agree.
2. Break your campaign into multiple years/phases. Conduct all the baseline scientific and social research the first year/funding cycle. The second year is when you can start implementation. Remember, however, that there is a possibility of not being funded in subsequent years. Many local groups like to get all their money at once.

The best advice I can offer is to try to get a feel for the likely media and community communication channels in advance. Gather background information about advertising rates, personal presentation opportunities and travel costs, and any other possible costs you can potentially anticipate. You still don't know for certain what your campaign will look like until the audience research is complete. However, you won't be too surprised by the costs if the audience gets their information from high-dollar sources such as television.

Chapter Summary

The process described in this chapter and many similar variations have been proven over time to work. While it is nice to label steps and phases within a social marketing process, don't get caught up trying to follow the steps in a specific order. Don't be afraid to add a step or break apart a step from somebody's template and make several smaller steps out of it. The most important thing to remember is the concept of planning, research, implementation, evaluation and adjustment and the intent behind that social marketing concept.

It is also critical to remember that *commercial marketing is product-centered and social marketing is audience-centered*. The quality of the audience

Summary

- ✓ **Social marketing process templates are merely guidelines. Customize as needed**
- ✓ **This book's approach:**
  - **Define the problem.**
  - **Identify likely solutions.**
  - **Identify/segment audiences.**
  - **Understand audiences.**
  - **Select mediums.**
  - **Pretest messages and mediums.**
  - **Implement.**
  - **Evaluate.**
  - **Adjust.**

research conducted for any social marketing effort can make or break a campaign. You may have to check back in with your audience throughout the process in order to verify that the campaign is on track.

There are several books and websites that explain the social marketing process. However, as with most things in life, the best lessons in social marketing come from rolling up your sleeves and doing the work.

If that explanation doesn't wrap up social marketing in a tidy little box and tie a pretty bow on it for you, then welcome to the messy world of social marketing.

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Chapter 3

Audience Research:

A Closer Look at Approaches and Methods

> ***"When people talk, listen. Most people never listen."***
>
> ~Ernest Hemingway
> (1899 – 1961)

Commercial marketers and advertising professionals have known for decades that when it comes to determining the best approach to selling a product to a particular audience, that audience knows best. Representative members of any given audience are the "experts" in determining the approach, channels and message to use to get them to buy.

In social marketing the concept is similar. However, when the "product" you are promoting is a behavior, rather than a brand, researchers might have to work a little harder to determine the barriers to behavior change and identify the hook or trigger that will prompt audience members to change.

What is Audience Research?

Audience research, also known as marketing research, consists of several methods designed to determine the interests, habits, beliefs, etc. of a representative sample of a larger group of people.

As mentioned earlier, marketing research is divided into background and primary research. Background research is also referred to as secondary research because you are not creating it specifically for your project. It is research somebody else has already done. You are able to use part or all of the data for your effort. Primary marketing research can be quantitative or qualitative in nature. There are several methods of conducting qualitative and quantitative research.

In this chapter we will look at a few methods of collecting background and primary marketing research. We will examine what parts of the process are easily taken on by project sponsors and their partners, and which aspects should be contracted with professionals. The goal of this chapter is not to turn every local watershed coordinator, conservancy district employee, and municipal public works employee into professional market researchers. Instead, the goal of this chapter is to provide project leaders with the tools and desire to be quality consumers of social research products. There may be some things you can and are willing to do yourself or within your group in order to save money. Regardless of how much you do and how much you contract, remember that quality social marketing efforts are built on a foundation of solid target audience research.

> **Audience research types**
>
> - **Secondary research**
>   - **Census data**
>   - **Previous surveys**
>   - **Industry data**
> - **Primary research**
>   - **Quantitative**
>   - **Surveys**
>   - **Intercept interviews**
>   - **Qualitative**
>   - **Focus groups**
>   - **Interviews**
>   - **Observation**

Secondary (Background) Research

(non-participatory)

Background (secondary) research is also referred to as non-participatory research because this is information that has already been compiled about your community and/or your audience. Now that you need some of the same data, you can save time and money by reviewing existing data and extracting what you need.

Government agencies, non-profit organizations, businesses, political candidates and institutions of higher education have occasion to learn about their customers or constituents from time-to-time. Much of these data are available as public record, free of charge, and more and more or they are being placed on the internet.

Among the sources and types of background information available are Census data, local, state or national park usage figures, or membership numbers for local interest groups. A lot of this data is demographic in nature, meaning they divide people along common traits, characteristics or background. Maybe average family size and ages are important to your effort. If so, somebody, somewhere, sometime has most likely already compiled that information for you. That goes for most of the basic demographic data you could want.

Additionally, opinion surveys that have already been conducted may have asked many of the same kinds of questions you might ask in a new survey. Finally, local television and radio stations, and newspapers and magazines will usually share general demographic information about their viewers, listeners, and readers to potential clients. As you collect primary data and ask your audiences where they get their environmental news and information, you can cross reference with the information from the media outlets to make certain you are targeting your precious advertising dollars in the right places.

Primary Research

(participatory)

Primary audience research is the process for collecting new data about your target audience(s). Some of the things you are trying to determine with primary research at the beginning of a project include:

- Your audiences' general knowledge of the subject matter.
- Are they aware of alternative behaviors that may be more environmentally friendly?
- Their specific understanding of the consequences of their current actions?
- What are the barriers that are preventing your audience from adopting healthier practices?
- Where your audience members get their news and information about the environment.

Your specific project may require additional information such as who engages in the behaviors on the property or public land. If farm ground is leased, for example, the owner may not be the only target. The person actually managing the land will need to hear the message. In a suburban or urban setting, yard work may be performed by children of the property owners. A professional lawn care company may be hired to do the work. It may even be a neighborhood teenager. In this case the property owner needs to get the message to the proper person who needs to hear it.

Surveys

> ***"USA Today has come out with a new survey - apparently, three out of every four people make up 75% of the population."***
>
> ~David Letterman (1947 -)

A survey can be a powerful tool to figure out what your audience knows, wants and needs related to your organization and the services you provide. Surveys can help you understand what people know, what they believe, and what they do. You may also be able to determine from a survey how people do things and where they do them. Administered correctly, a survey can provide statistically significant data from a representative sampling of a larger audience. However, this type of quantitative research does not get to the heart of the matter. A survey cannot tell you why a person does a certain behavior or believes a certain way. It cannot help you understand the underlying barriers that may stand in the way of your audience choosing to adopt a new behavior. Those types of anecdotal data are better suited for qualitative research such as focus groups and in-depth personal interviews.

Just the process of developing a survey will help you learn more about your target audience. While designing, conducting and analyzing surveys are skills that can be taught and replicated by you and your partner organizations, these can be very technical skills that require a good deal of experience and study to be performed correctly. It may be worth it for your organization to contract much or all of the survey design, implementation and analysis process. On the other hand, there may be aspects of this process that you or one of your partners are qualified to perform. There are books and online courses available that will help you understand all aspects of the survey process.

The Survey Process

What follows is a list of the typical steps involved in designing, executing and analyzing a survey. If you do choose to do part or all of a survey on your own, following these general steps will help along the way.

1. Establish the goals of your survey—what are you trying to find out? As you think this through, be very specific and write down your goals. Consider before you start the survey what you will do with the results.
2. Whom will you ask?—the demographic information you collected by conducting secondary research, plus your own knowledge of your topic and audience should help you determine your initial audience. The respondents for an initial survey will most likely be drawn from a larger target audience than will respondents to later surveys and qualitative research you complete. For example, the East Canyon Watershed Committee surveyed residents within the three zip codes that fall within the watershed boundaries. A follow-up survey of a general storm water education campaign may be conducted from the same size audience pool. However, when behavior change work begins, the focus will be narrowed to dog owners and dog walkers. That will narrow the field of prospective respondents.
3. What method of surveying will you use?
    a. Personal interviews—face-to-face interviewing which are often conducted in a shopping mall, outside a voting location for an election, or on the street.
    b. Telephone surveys—one of the more popular methods. Telephone surveys can be less expensive than personal interviews, but they are more intrusive than postal surveys. They may also become less accurate in the future as more people drop their land lines for cell phones only, which are usually not published numbers.
    c. Postal surveys—inexpensive and less biased, because there is no interference from the interviewer. However, it can be difficult to get an adequate response due to inherently low

Survey pros and cons

- **Pros**
    - **They are statistically significant.**
    - **They indicate what people believe.**
    - **Indicate what they do.**
    - **Indicate where they shop/get media information.**
- **Cons**
    - **They do not explain why.**
    - **The data are only as good as the people who create, implement and analyze them.**
    - **Self-reported behaviors and beliefs may not be completely accurate.**

Survey Process

1. **Establish survey goals.**
2. **Determine survey audience.**
3. **Determine survey method.**
4. **Plan research—timeline.**
5. **Design the survey.**
6. **Pretest the survey.**
7. **Test and deliver the survey.**
8. **Analyze the data.**

response rates to mailed surveys. The University of Idaho recently conducted a survey by U.S. Mail to find out knowledge and perceptions about water conservation and water quality. The large-scale project, which was conducted in several western states, was successful largely because many members of the survey team were graduate students. These students were highly motivated, yet not very well paid. Getting a good responses rate in this case required sending reminders to survey participants. In some cases, follow-up telephone calls were made to remind people to turn in their surveys. Universities seem to be well-suited to conduct postal surveys because of access to graduate and under graduate level students.

   d. Web based—could be easily biased. Best used if your target audience is online and uses your site. This can be a very cost-effective method of soliciting responses.

4. Plan your research carefully—once you know whom you are surveying and what method you will use:

   a. Develop a timeline—determine how long it will take from the time you start developing the survey to the time the data are analyzed and ready to release. You may need to make minor adjustments.

   b. Do a cost estimate—you may want to break down the cost by each step, especially if you contract some steps and do some yourself.

5. Design the survey—write the survey based on the method you chose in Step 3. Sometimes you can borrow a survey design or specific questions from other groups. As with other materials, the Nonpoint Source Outreach Digital Toolbox has examples of surveys conducted by watershed groups and agencies throughout the country. http://www.epa.gov/owow/nps/toolbox.html. Remember the goals of the survey. Your design might be adjusted slightly depending on your informational goals.

6. Pre-test the survey—pre-testing will help you determine if the survey is easy to understand, if people are able to fill it out, and other problems that may occur. Test it on people you believe have a similar knowledge level about your topic as the survey audience. Rewrite the survey if needed.

7. Test, conduct the survey—depending on the chosen method, the amount of effort that goes into collecting data will vary greatly. Intercept surveys (in-person) and telephone surveys are the most labor intensive. The interviewers will need to be trained to properly collect the data. Mail surveys and web-based surveys require less effort once the survey is designed.

8. Analyze the data—this part is the most technical and skilled part of the process. Statistical analysis can be tricky. Because your survey is only as accurate and useful as the data it generates, make certain this portion of the process is done very well. Unless a skilled and experienced person in analyzing survey data works for your organization or for one of your partner organizations, this part would be a good one to contract out to a professional market research firm.

Common Pitfalls

While mistakes in the survey process can be made when determining the proper audience, sample size, and in the statistical analysis, the most common mistakes in the survey process are related to poorly constructed questions. Below are examples of some common question-writing mistakes.

- Double-barreled questions—this is essentially asking two questions in one.
  - Example (incorrect): Clean streams and recreation access on public land are important.
  - Problem: Respondents may not agree with both statements or they may not agree equally with both. The data could be skewed.
  - Example (better): (Q.1) Protecting the water quality of Utah's streams is important. (Q.2) Providing ample fishing access points on streams running through public lands is important.
- Questions that are too broad or vague.
  - Example (incorrect): Providing recreation access on public land is important.

- Problem: The term recreation means different things to different people. As we did above, try to isolate each recreational type or practice that is relevant to your survey.
- Example (better): Public recreation lands should have improved hiking trails.

- Leading questions.
  - Example (incorrect): Why is it important to protect the environment?
  - Problem: This question presumes that the respondent believes it is important. A question like this could put some respondents on the defensive and skew the results of other questions as well.
  - Example (better): What do you think about protecting the environment?
- Loaded questions.
  - Previous surveys indicate that 90 percent of your community thinks that protecting streams is very important. What do you think about this issue?
  - What do you think about protecting streams?
- Other common problems.
  - Questions that are too long—keep questions to 20 words or less if possible.
  - Using complex language or sentences. Write to your audience's reading or understanding level. Divide complex sentences into two sentences.
  - Use of jargon, acronyms, or other unfamiliar words. A great example is the term nonpoint source pollution. National surveys have shown that only about 15% of respondent could properly define that term. Don't use it without proper definition. It would be best not to use it at all, unless you are compelled to use the term.
  - Ill-defined terms can skew data and confuse respondents. What does recently or frequently mean? How about several or a few? An example above used the word "ample." If possible that question should have been defined better. Different terms also mean different things to various cultures.

Question Types

Question types and the length of questions are important considerations in survey design. Longer surveys can yield better data, yet they often turn off the respondents. The types of questions used are also important in keeping a survey moving along and keeping respondents engaged in the process. The follow information on question design is an excerpt from a course on designing surveys from the State University of New York. Though the subject matter discussed below is computer science, the principles are the same.

Open or closed questions.

Researchers must first decide whether to ask open or closed questions. Open questions allow respondents to answer in their own words and give any answer; closed questions restrict respondents to selecting from the provided answers. Put another way open questions elicit unstructured responses, and closed questions elicit structured responses. The choice between open and closed questions depends on the general research problem, the type of data researchers seek, and where the researcher wants to place the onus of interpretation. The onus of interpretation refers to the person responsible for interpreting the response and casting its meaning as appropriate to other responses. Let us look at two examples:

A trade magazine might pose the following question to IS professionals from various companies: "What's the absolute worst information-systems-industry job that you can possibly imagine?" This is an open question and respondents can give any answer. The respondent is given a great deal of flexibility, and range in responding. This is good in many situations, such as problem identification, brainstorming, etc. Since, the onus of interpretation falls on the researcher, open questions are not suitable for all situations. For example, elections with open questions on the ballot would most likely open up even more room for political squabbling about the correct interpretation of the results.

On the other hand, if the magazine survey were to ask:

"Within the information-systems industry, do you feel that the programmer's job is
a) the best job
b) a good job
c) an OK job
d) a bad job
e) the worst job

This question is closed question. The respondent has limited choices. Furthermore, the onus of interpretation falls on the respondents, so they have to decide what each answer means.

Contingency questions

In questionnaires, certain questions will clearly be relevant only to some of the respondents and irrelevant to others. Researchers should avoid asking questions that are irrelevant for a respondent. This will reduce respondent frustration, and increase the quality of information in the responses. A contingency question is a two-(or more) part question. The answer to the first part of the question determines which of two different questions a respondent next receives. The proper use of contingency questions can facilitate the respondent's task in completing the questionnaire.

There are several formats for contingency questions. The following is probably the most frequently applied format:

1. Have you ever used Computer Aided Instruction Software ?
[ ] No (Go to question 2)
[ ] Yes
If yes: About how many hours per week?
[ ] Less than one
[ ] one
[ ] 2 to 5 hours
[ ] 6 to 10 hours
[ ] 11 to 20 hours
[ ] more than 20 hours

2. Have you ever used Multimedia Software?

Scaled Responses

There are a variety of designs for scaled response, and hence the design options need to be considered by the researcher. One of the most common scaled-response formats is the Likert scale. It was developed by Rensis Likert in an attempt to improve the levels of measurement in social research through the use of standardized response categories in survey questionnaires. It is typically a five point scale, as shown in the following format:

We should strongly support copyright protection for source and object code.
__Strongly Agree __Agree __Neutral __Disagree __Strongly Disagree

Another type of scale, a rating scale, asks respondents to rate some item or quality on a specific scale. For example, a user magazine might ask readers to describe each of the desktop and laptop or notebook PCs that they have used in the past two years, telling the manufacturer and chip type of each and also ask each respondent to use the following scale, ranging from 1 (worst) to 10 (best) to rate the PC on:

Overall Reliability	1 2 3 4 5 6 7 8 9 10
Satisfaction with repair experience	1 2 3 4 5 6 7 8 9 10

Matrix Questions

Quite often, researchers will want to ask several questions that have the same set of answer categories. In such a case, it is often possible and desirable to construct a matrix of items and answers. The following is an example matrix question:

Statement	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Strongly
Changing current methods should be considered carefully to realize all the ramifications before trying something new.				
Having diverse experience at several companies is preferable to in-depth expertise at one company for several years.				
It is usually worth the risk to try a technological innovation if it has any potential of giving you a competitive advantage over proven technology.				

A potential problem of this specific question matrix is the lack of a "Don't Know," **Neutral**, or **Undecided** response category. This is an easy addition. The matrix format has a number of advantages. Respondents will probably find it faster to complete a set questions presented in this fashion. In addition, this format may increase the comparability of responses. [1]

Picking the Right Number of Response Options

There are many theories about how many points are optimal in a scaled response question. Often the answer depends upon what you are trying to get out of the survey. For example, if you want to open up the possibility that a percentage of your audience is either neutral or undecided on a topic, you would be more likely to provide an odd number of responses: Strongly disagree, somewhat disagree, neutral, somewhat agree, strongly agree.

There has been a great deal of research devoted to this topic, but disagreements still abound. In general, researchers agree that at least three points should be used (Cohen, 1983) and up to 9 points can be used effectively by respondents (Bass, Cascio, & O'Connor, 1974). However, beyond that, conflicts arise. For example, research summarized by Chang (1994) indicates that over the years researchers have suggested reliability:

- is independent of the number of scale points.
- is maximized using a 7-point scale,
- is maximized using a 5-point scale,
- is maximized using a 4-point scale,
- is maximized using a 3-point scale. [2]

Response Biases

The Halo Effect

Researchers need to be careful about response bias with questionnaires. Studies have revealed a response bias called the Halo effect that can occur with rating scales. Respondents rate people whom they like or respect high on all scales, regardless of the person's actual performance. In computer science research, because we tend to evaluate more systems than people, the Halo effect is easier to manage because it probably occurs less frequently than in other research, where people are evaluated.

The Pitchfork Effect

Researchers need to be careful about response bias in a negative direction caused by the "pitchfork" effect. Often, when evaluating things, especially products, people will pick up subtle cues and respond more negatively than they might. To guard against the pitchfork effect, ensure that a questionnaire does not hint or direct towards negative responses.[3]

Suggested Survey Order

The Service Excellence Project of Miami Dade College suggests the following order to general surveys.

- First questions should 'hook' respondents, be easy to answer, and be relatively impersonal.
- Group items of the same theme together.
- Group items with the same response scale together.
- Avoid contingency (branching) questions or put at the end if possible.
- Put demographic items at the end (usually recommended).[4]

Survey Costs

Survey costs, like any other research, will vary depending on the sample size, number of questions, turnaround time, and other similar concerns. The East Canyon Watershed survey that has been many times to this point cost a little more than $5,000. The survey contained 75 questions (including demographic questions), included 213 respondents and was not very time sensitive. This survey was completed by a professional marketing research company. The watershed committee provided some of the questions already written and provided the knowledge to write the other questions. Everything else, including pre-testing, administering the survey and analyzing the results, was conducted by the consultant. If more of the work had been completed by the committee, the cost could have been less. On the other hand, if the committee had wanted a higher accuracy percentage, additional interviews would have been necessary, and the cost would have been higher.

Final Thoughts about Surveys

Surveys are a key to identifying and understanding audience behaviors, beliefs and habits. However, they can also establish a baseline for project evaluation. A pre-project and post project set of surveys is one of the best methods for documenting success in behavior change programs.

On the down side, keep in mind that surveys—whether they be self-administered or administered by a staff member or professional contractor—are a form a self-reporting. The hope is that 100 percent of the respondents answer completely honestly 100 percent of the time. In reality, there is no way to verify if a respondent is really composting, recycling, picking up after his pet, etc. without actually observing the behavior.

Appendix B at the end of this guidebook offers examples of environmental surveys and results. One of the best ways to learn how to write good questions is to read other people's surveys. Below is a one page example of a summary of a survey. A survey summary can be useful in applying for grants, documenting success to supervisors or others who make ongoing funding decisions for your organization, or in publicity packages or stand-alone news releases.

Baseline Survey Example--Colorado

COLORADO WATER PROTECTION PROJECT

May 1998

EXECUTIVE SUMMARY

OBJECTIVES

Household-generated pollutants, such as nutrients from garden fertilizers, pesticides, herbicides and animal wastes – and behaviors, such as the improper disposal of motor oil, antifreeze and other toxic chemicals – are negatively affecting the state's water quality. Household-generated polluted runoff in urban areas is a significant contributor to the overall water pollution problem in Colorado.

In order to increase public awareness about the causes of and solutions to urban polluted runoff, the League of Women Voters of Colorado Education Fund will implement a comprehensive media campaign and supporting activities. This campaign will include basic information about urban runoff covering such topics as what behaviors lead to polluted runoff and how polluted runoff affects Colorado's water resources.

The telephone survey was designed to judge current awareness and understanding of household-generated polluted runoff problem(s). Based on input from the project's Technical Advisory Committee, three sources of polluted runoff were identified as having the most significance in urban and suburban areas of Colorado: pet waste, lawn and garden chemicals and automobile maintenance products. In addition, questions concerning incentives and barriers to changing polluting behaviors were included in the survey.

At the conclusion of the project, a similar survey will be administered to gauge the success of the educational efforts and determine future courses of action. The survey was designed to answer three basic questions about the project's success: Have we increased awareness of what "household-generated polluted runoff" is? Have we increased awareness of how polluted runoff enters local rivers, lakes and streams? Have we increased awareness that individuals can prevent some polluted runoff?

MAJOR SURVEY RESULTS

Fewer than one-half of the survey respondents knew that storm water runs into local rivers, lakes and streams without being treated by conventional treatment methods.

- One-quarter of respondents thought that polluted runoff is not a problem in their communities.
- A majority of those surveyed did not feel that household activities are a significant contributor to polluted runoff.

Focus on Focus Groups

Focus groups are group interviews. A moderator guides the interview while a small group discusses the topics that the interviewer raises. What the participants in the group say during their discussions are the essential data in focus groups.[5] Focus groups are a popular and effective way to conduct qualitative audience research. While they do not provide statistically significant data like surveys provide, focus groups do provide important insights into your audience. Focus group discussions can reveal why people do certain things in certain ways. In social marketing projects they shine a light on the barriers to behavior change. Many times these barriers are not physical or tangible in any way. It may be a sense of tradition: "It was good enough for my father and grand father, it's good enough for me," or fear of the unknown. Sometimes the barrier is a misconception or lack of knowledge, while other times it is a lack of money or other tangible resources. Whatever the barrier(s), a well-designed and administered series of focus groups can bring the issues and obstacles into focus.

Focus groups can also bring the issues into better focus for the project sponsors and researchers. According to David L. Morgan, University of Portland, people who are new to focus groups too often limit their attention solely to the communication that goes on within the groups. Instead, it is important to understand that the actual groups are at the mid-point of a larger, three-part process of communication: (1) The research team members decide what they need to hear from the participants; (2) the focus groups create a conversation among the participants around these chosen topics; and (3) members of the research team summarize what they have learned from the participants.[6]

By really listening to what is being said in the sessions, the research team can learn some valuable information about each group dynamic as well as how the target audiences relate to your topic. If you listen well enough, the group participants will "tell you" how to approach them with your message and how to help them overcome the barriers to adopting new behaviors. Your target audiences have all the answers. It is up to you to sort through the information and pull out the nuggets of wisdom that will be your keys to success.

Who should do the work?

Is it better to try to do most or all of the work of planning, implementing and analyzing focus groups in house or is it better to contract most or all of the process with professionals? It depends on many factors including the size and scope of the project, the in-house resources that can be dedicated to the work and the abilities of the staff and partners.

The focus group process

As mentioned above, a focus group is a discussion group led by a moderator. A typical smaller project will use 2-4 groups. Each group session usually lasts 1-2 hours. The small group of participants—usually 8-12 per session—are selected using a purposive sampling method. In other words, the makeup of the group will relate back to the goal or purpose of the project. In the East Canyon Watershed example mentioned in earlier chapters, pet waste from people walking their dogs near the creek is a major concern and a possible starting point for their behavior change efforts in the drainage. Focus groups designed to test messages and the approach of a behavior change campaign aimed at dog owners should have dog owners in the groups. Therefore, targeted recruiting among dog owners is required for this particular series of groups.

Recruitment

Focus Group Details

- **Group discussion format.**
- **Moderator led.**
- **8-12 participants per group.**
- **2-3 groups average per project.**
- **1-2 hour session per group.**
- **Discussion points go from general to specific.**
- **Moderator uses discussion guide to keep the discussion on task.**
- **Good forum to test messages.**
- **Video and audio recording recommended.**
- **Compensation to participants (cash or in-kind) usually needed.**
- **Provide a comfortable setting and food for participants.**

There are two popular ways to conduct focus group participant screening. One way is to use a random digital dial telephone screening process. In this method, the caller wouldn't know at the beginning of the call whether the potential respondent fit all the requirements of the specialized group. Special screening questions would be asked to include and exclude certain people. If you wanted a group comprised only of dog owners, you would ask early on if the person owned a dog. If not, you would thank the person and terminate the call. If you needed dog owners who also walk their dogs along the creek side trails, asking whether they walk their dogs along the trails could be the next screening question you ask. Other screening questions might include: age, gender, geographic location within your watershed area, and whether they already engage in the positive behavior or action you are promoting.

The other popular way to recruit for specialized focus groups is the target people you already believe may meet most of all of the screening requirements. Using the pet waste example again, you could get referrals from veterinarians, groomers, pet store owners, kennel club directors, etc. You would still use your screening question document, but you increase the chances of filling up your roster with fewer interviews.

Sometimes the recruitment is not quite so narrowly focused as in the example above. Several years ago the Salt Lake County Storm Water Coalition wanted to test the effectiveness of educational materials designed for elementary school students to received and learn about in school and then bring home to their parents. For these groups, the major requirements were that the participants be Salt Lake County residents and they be parents of public elementary school students. A random digital dial telephone screener was used in that case.

Regardless of how narrow the focus of the topic and which recruiting method is used, a recruiting screener tool is prepared before potential participants are contacted. Even if you hire a professional research company to handle this part of the process, you and your partners will be working closely with the researchers during this part. Of the process.

A telephone screening call is like a mini telephone survey. The recruiter will announce his or her purpose for the call and ask a few questions to determine the best possible mix of participants. If the potential participant qualifies and is interested and available to participate in the group, the recruiter will get the rest of the person's contact information. A confirmation letter will be sent to the participant a few days prior to the session.

Recruiters usually over-recruit by a couple of people to account for the possibility that a couple of people will not show. The incentive you offer is meant to reduce the chance of a no-show. However, sometimes in this busy world something else comes up. If you ideally want 8-10 participants, a good rule of thumb is to recruit 12 people. If all 12 show up you can have a plan in place for what to do with the extra people. You could either hold your group with 12 people or send a few home. In that case, the professional approach is to offer those extra folks the same compensation and food you offer participants.

Moderator and Discussion Guide

One of the more critical steps in the process is choosing the right moderator. The moderator must:

- Possess strong facilitation skills

- Remain neutral during the group sessions
- Be pleasant and able to establish a good rapport with a variety of people and groups
- Be able to interpret non-verbal cues such as body language
- Be both passive and assertive as needed

If you can find somebody who possesses those traits or has moderating experience within your network, you may be able to save some money. Otherwise, professional moderators can cost between $1,000-$3,000 for moderation and a written summary.

Preparing the protocol, or discussion guide is another important part of the focus group preparation process. Many moderators like to work from a list of formal questions, while others like the more flexible approach of using discussion points. A good rule of thumb is to have your moderator work from a set of questions unless he, she is both a skilled moderator and has a good working knowledge of your topic. The discussion point approach provides more flexibility within the group and can produce more interesting data, but it requires more skill from the moderator.

The discussion guide is very straight-forward. It is composed of open-ended questions designed to generate discussion. The discussion moves from general to specific as the session goes on. If you are testing messages or advertisements, that should be done toward the end.

Usually four or five major questions or issues are all that can be explored in depth in one focus group. This does not include scripted and unscripted follow-up questions. During the course of a session a moderator may need to follow up with one or more of the participants to clarify their answer or to get them to go into more depth. One or more comments may prompt a moderator to ask an entirely different question than the next one on his/her list. An experienced moderator will know if it is prudent to deviate from the script.

As the moderator asks questions, he or she must pay attention for the 'why', the reason behind the action. Sometimes when discussing water quality issues and asking about a person's individual actions, the moderator may use a closed-ended question in tandem with an open-ended question. Who here changes his or her automotive oil at home? What do you do with the oil when you are finished? That line of questioning about oil recycling may include a few more short answer questions. In total they comprise one major question or category of questions.

Some of the other responsibilities of the moderator include keeping the session on time, making sure it flows well and keeping balance among participants. In any group dynamic there are some folks who rise to the top and want to monopolize the conversation, while others fade into the background. The moderator has to keep everyone engaged while keeping the dominant personalities in check.

Analysis

Generally the primary researcher for the project analyzes the responses from the groups and writes the report(s). When this person is someone other than the moderator, there needs to be input from those who attended the groups. The input may come not only from the moderator but also from other observers. These observers often include representatives from the project sponsor.[6]

A written report is typically just a few pages. It begins with the date, time and location of the group session. Since most focus group research projects consist of more than one group, use a name or numerical value for each group. For example, if you were moderating groups for the East Canyon Watershed Committee, you might refer the first group with whom you meet as EC-1, followed by EC-2 and so on. How you keep track of the groups is up to you.

Before you start writing the report, refer to your written notes from the session and listen to (or watch) the tape from the session. It will probably take two to three times as long to write the report as it did to conduct the actual session. Four hours per session is not unusual.

Standardize your reporting method so that it will be easy to cross reference answers to the same questions by members of different groups. For example:

- Question 1
    - Key points
    - Notable quotes
- Question 2
    - Key points
    - Notable quotes.[5]

Typical Costs

The table below takes into account that the sponsor and staff will do the work (left hand column). The in-kind costs on the right hand side are costs you can expect to pay in cash if you do not do the work yourself. Despite the fact that these figures are from Morgan's 1998, and they are a little low, they are still fairly representative of the costs an organization can incur during a smaller scale focus group project.

	Cash expenditures	**In-kind costs**
Staffing		
Project manager	--	$2,500
Assistant(s)	--	$1,200
Groups		
Room rental	--	$400 (more for 'professional' room
Incentives	$640	--
Refreshments	$240	--
Equipment and supplies		
Telephone	--	$50
Mailing	$32	--
Printing and copying	$40	--
Miscellaneous	$40	
Total	**$992**	**$4,150**

[7]

While the overall costs may be higher today, the potential savings of doing the work yourself is great. Only you, your staff and your partners can ultimately decide how much, if any of the work should be done in-house and how much should be contracted.

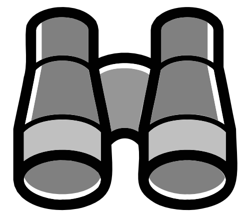
Other Audience Research Methods

While surveys and focus groups are not the only game in town, they are the most popular quantitative and qualitative audience social research methods used today respectively.

To close this chapter, let's look briefly at a few other research methods.

Observation

Observation can be an important research tool in a behavior change program because the answers given in surveys person-to-person interviews and focus groups are self-reported. If people tell you they are sweeping up their grass clippings and the fertilizer off the sidewalk and driveway, and out of the gutter, you can either choose to believe them or not, but you have no way of independently verifying their claims. With observation, you can verify that people are doing what they say they are doing.



Social scientists like observation because it can show:

- Social relationships between people/groups
- Individual/group behavior in different social settings
- Communication modes between people.[8]

Observation does have shortcomings. Chief among those is the time, effort and cost associated with this technique. Even if money were no object, how would you monitor a neighborhood's lawn care, pet care and automotive care completely or accurately? You couldn't. Now imagine that at a city scale.

Observation can provide some anecdotal backup to what has been self-reported. If you can focus observation on areas where a large number of people are engaged in the same or similar activities, your observation efforts can be more cost-effective. If you and a staff member or two spend part of a Saturday at a popular hiking trail observing how many people walking dogs use the 'poop' collection station, you can verify that the dog walkers are depositing the waste into the can.

Intercept Interviews

Intercept interviews are most commonly used outside of polling locations after people vote, in shopping malls, and on the street. They are good if you need a small amount of data. Intercept interviews are a form of survey. They are quantitative in nature. They can provide useful targeted data when administered correctly.

Intercept interviews are time-consuming, but they are often conducted in concentrated areas where several interviews can be conducted in a short time.

One-on-one Interviews

Individual interviews are qualitative and can really get below the surface like focus groups, but even more so sometimes.

The biggest drawback to individual interviews is how time-consuming they can be. This can be lessened if the interviews can somehow be concentrated geographically or if you only need to conduct a few interviews to get an understanding of the 'why' part of the issue.

Chapter Summary

Quality audience research is the foundation of a good social marketing effort. Some audience data can be acquired from existing sources such as census reports, other government reports, and surveys already conducted by other groups. This is called secondary, or background research. Newly collected data to be used specifically for your project is referred to as primary research. Primary market or audience research is either quantitative or qualitative. Quantitative research can be statistically significant measures of your audience's actions and beliefs. Quantitative research tells you what people do, when they do it, and it can even tell you how they do something. Qualitative research is needed to understand the 'why' behind a person's actions or beliefs. Qualitative research is not statistically significant, but it can still give insights into a larger audience using a smaller sample of the population.

Surveys are the most popular form of quantitative audience research. Surveys can be conducted face-to-face (intercept interviews outside voting locations and other public places), over the telephone, in the mail or online.

Surveys use a combination of open-ended and closed-ended questions. Open-ended question provide more insight into the minds of the audience but they are harder to quantify statistically. Closed ended questions include "yes, no" questions, multiple choice questions and scalable answer questions.

Summary

Audience research is:

- **Secondary or Primary**
- **Primary research is:**
    - **Quantitative**
        - **Surveys**
        - **Intercept interviews**
    - **Qualitative**
        - **Focus groups**
        - **One-on-one interviews**
        - **Observation**
    - **Quantitative data can tell us:**
        - **Who, what, where, when and how**
    - **Qualitative data tells us:**
        - **Why**

Surveys are good at telling researchers what people do and believe. Surveys can determine a lot of demographic characteristics of the audience including age, income, location and education level. Surveys can also indicate when, where and how people do certain actions.

Surveys require certain skills to prepare, execute and analyze. While these skills are all obtainable by project sponsors, many project sponsors do not have the time and inclination to acquire the necessary skills to conduct surveys. Most surveys, therefore, are contracted to professional research firms.

Focus groups are the most popular form of qualitative research. Focus groups are led by a skilled moderator. They are essentially group discussions among 8-12 members of a target audience.

The moderator asks a series of questions during each 1-2 hour session. The questions usually go from general to specific. Focus groups are also often used to test messages, concepts and products. This usually happens toward the end of the session after the topic has been established.

Audio and video taping of sessions is encouraged for several reasons. Moderators can use the tape to help them prepare their short report and analysis of each session.

A typical local watershed project will use two to four focus groups. Often focus groups are used both at the beginning of a project and later to assess effectiveness.

Other methods of audience research include observation and interviews. These can be effective qualitative research methods to supplement the data collected by surveys and focus groups.

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Chapter 4

Behaviors: barriers and benefits

> **"Man is what he believes."**
>
> **Anton Chekhov**
> **(1860 - 1904)**

There are reasons why people do the things they do, so, it stands to reason that social marketers better give people a good reason to change a behavior. Most people don't want to make lifestyle or behavior changes. Many people won't make changes, or at least can't sustain those changes, even if their lives depend on their changing.

Why is it so hard to change, even when we understand why we should change? How can we, as social marketers, entice people to abandon a negative behavior in favor of a positive behavior?

In this chapter we will look at the idea of barriers to changing behavior and how to present benefits to alternative behaviors in a way that will make them more attractive than the old behavior. This will lead to a discussion in Chapter 5 about the key concept of exchange.

Barriers to Change

When looking at barriers to changing behavior it might be worthwhile to ask why you want your audience to change a certain behavior? "It's better for their health. It's better for the environment. It's better for the community." Those are typical reasons to engage in a behavior change program. Now ask yourself another question, "If it's better for them and the 'right' thing to do, why aren't they already doing it?" There are many reasons why people don't change for the better. These reasons are the barriers to change.

Barriers to change can come in all sizes, shapes and colors. "This is the way I've always done it. This way was good enough for my father and his father, so it's good enough for me. It's cheaper. It's easier, It takes less time to do it this way." There can be many variations on these themes, but the idea is it is easier or somehow safer to stay with something with which you are familiar, rather than to try something new. Further evidence of this point comes in the form of the excuses people often give for not trying a new behavior. Have you ever heard any of the following phrases: It's too hard to do, it's not convenient, it's too far to drive, it takes too long, it costs too much, "I don't know how to do it," nobody else does it this way, "I tried it once and it didn't work."

Why do we do what we do?

Above are a few of the reasons or excuses people give for maintaining their current behaviors. Social scientists indicate that there are deep seated reasons beneath the excuses for people's actions. All of these categories have an element of emotion to them. Some are very emotional in nature. It is difficult to change someone's mind when they have a deep-rooted reason for what they think, believe or do.

> **"Change your thoughts and you change your world."**
>
> **Norman Vincent Peale**
> **(1898 - 1993)**

Reasons for what we do can include:

- Survival – food, drink, shelter, sex.
- Safety – need for security, protection.
- Self-control – need to control one's own behavior, make choices, etc.
- Self-esteem – need for a positive view or image of ourselves.
- Social relationships – need for acceptance, love, belonging to a group.
- Social recognition – need for respect, prestige, approval.

So what do those categories really mean when it comes to behavior? Here's a breakdown of the reasons we do the things we do and how they might translate to the list above. This information comes from the Academy for Educational Development.[1]

Self-Efficacy	**"It's easier." "I know how to do it."**
Actual Skills	**"I've been trained in this."**
Social Norms	**"It's what I'm expected to do."**
Perceived Consequences	**"I get rewarded." "I'll get punished."**
Self-Standards	**"People like me do this."**
Emotions	**"I always pick the blue one."**
Environmental Constraints	**"I'll be in compliance."**
Intention	**"This is what I have decided to do."**

It is important as a social marketer that you try to keep in mind the psychology behind many of the things we do and say. Emotion is a big part of many of the decisions most people make.

Whether a decision is based in emotion, fact or a bit of both, individual behaviors in a free society are often the choice of individuals. In order to get people to change behaviors they have to choose to change. This brings up the concepts of positioning and exchange. What will get people to change? Will people change if their lives depend upon the change? As mentioned in the introduction to this chapter, often times people won't change if their lives depend on the change. Or, they change initially, but they can't maintain the new behavior. The social marketer's job is to determine what will motivate people to change, and then position the campaign to highlight the motivating factors.

Rethinking Popular Beliefs about Behavior Change

Dr. Edward Miller, the dean of the medical school and CEO of the hospital at Johns Hopkins University, noted one study that concluded, "If you look at people after coronary-artery bypass grafting two years later, 90% of them have not changed their lifestyle."[2] He said many studies have yielded similar results.

The idea that crisis leads to change is one of five myths writer Alan Deutschman explored in his 2005 article in the magazine *Fast Company*. According to Deutschman, another common belief is that change is motivated by fear. He says it is too easy for people to go into denial about the bad things that could happen to them. Other myths about behavior change include the idea that people will change if they understand the facts. The example above of heart patients is compelling evidence that the facts are not always enough. Deutschman also asserts that small gradual changes are not as easy to make as are radical sweeping changes, despite common belief. Finally he says that it is a myth that we can't change because our brains become "hardwired" early in life.[2] In fact, many studies indicate that complex learning can continue throughout life.

Benefits

With a growing number of studies concluding that coercion is not as effective in causing sustained behavior change as once thought, and the idea that facts alone are not enough of a motivator, how does one go about promoting alternate positive behaviors? Harvard business professor John Kotter believes that emotions are the answer. Behavior change happens mostly by speaking to people's feelings, he asserts.[3]

Below is the same table that appears on the previous page. It isn't in here twice just to take up space. Above it serves as an illustration of how people justify their behaviors. In order to get people to change their behaviors, you have to get them to believe one of more of the statements listed below about the new behavior you are promoting.

Self-Efficacy	**"It's easier." "I know how to do it."**
Actual Skills	**"I've been trained in this."**
Social Norms	**"It's what I'm expected to do."**
Perceived Consequences	**"I get rewarded." "I'll get punished."**
Self-Standards	**"People like me do this."**
Emotions	**"I always pick the blue one."**
Environmental Constraints	**"I'll be in compliance."**
Intention	**"This is what I have decided to do."**

These statements connected to the new behavior need to be even stronger than the statements connected to the current behavior. Or there needs to be more reasons to adopt the new behavior. Think about why people change jobs. Perhaps the primary reason is more money. The new job may be closer to the person's home, or the insurance benefits may be better. Perhaps the type of work is more appealing. People don't typically make lateral or downward moves unless they are forced. People usually choose to improve their situation.

The same thing is true for watershed stewardship. Why would people choose to fence their livestock out of the stream or pick up after their pet? Give people a reason to change. Maybe you tap into social norms. If you can say and show that other people like them fence off their livestock or pick up after their pet, they may be more inclined to do so as well. Can you show a financial incentive? Can you tie the action to other emotions like leaving an environmental heritage for their descendents, or connect the action to a cultural or spiritual belief?

Social Norms

Whether we want to admit it or not, most people are impacted by what people around them do and think—or might think. Social norms refer to the actions or beliefs that are acceptable and/or encouraged within a social structure. Just as with target audiences, the concept and definition of social structure can be very narrow or very broad. The more closed and confined a social structure, the greater the chance that social norms will play into an individual's decision making process.

Chatting at Church in the Chalk Creek Watershed

Shane Green, the state rangeland specialist for the USDA Natural Resources Conservation Service, Utah, is a former Chalk Creek Watershed project co-coordinator.

Green says that farmer-to-farmer promotion was the best communication tool used to promote the watershed project and that the best venue was often the local house of worship.

"Chalk Creek is a watershed and a community," said Green. "Most of the farmers in the watershed go to the same church. They do a lot of talking before and after church meetings."

For a long time the Chalk Creek Watershed project was the hottest topic of conversation. Self-proclaimed successes and approval of the process by farmers already participating in the watershed restoration efforts went a long way toward convincing other farmers to sign up for projects. Local farmer and sheep rancher Jerrold Richins signed up for the first watershed restoration demonstration project back in 1992. From that point on he became a vocal advocate for the project.

Outside of church farmers discussed the watershed project at soil conservation meetings and farm tours. All the cooperating land owners proudly displayed signs announcing their involvement in the project.

About three years into the effort the project coordinators had more work than they could handle. They no longer had to actively seek project cooperators. Land owners were lined up waiting to have conservation plans written so they could conduct their own projects.

Social norms are often equated to peer pressure, which is often equated to teenagers and school. It is true that schools provide confined social structures and are good breeding grounds for social norms to be important, but peer pressure and social norms can also be important to adults. Below is a partial list of closed and semi-closed social structures in which people can be impacted by social norms:

- Schools
- Churches
- Families
- Work environments
- Community organizations
- Social clubs and organizations
- Professional associations
- Political groups
- Neighborhoods

In the list above, neighborhoods are potentially the least closed social structure. Yet social norms can play a role in what neighbors do in view of other neighbors. Curbside recycling is a great example of a potential social norm situation in a neighborhood. If one person on a block starts separating garbage from recycling and setting a full recycling bin out on the curb for the weekly collection it may or may not convince others on the block to follow suit. If a second and a third person starts taking advantage of curbside recycling it still may or may not convince others to join in the behavior. At some point, however, critical mass will be reached and the behavior will have the momentum to diffuse on its own, as Dr. Everett Rogers noted in his book *Diffusion of Innovation*.[4]

One popular example of diffusion of social innovation is the story of the Hundredth (100th) Monkey, first made popular by Ken Keyes in his book of the same name.[5] Keyes book talks about social diffusion and also discusses the interesting phenomena of morphogenetic fields, and the collective unconscious. While Keyes spent a lot of time on the latter in his book and Elaine Meyers takes time to dispute this part of the story in a magazine article, the validity of spontaneous transmission of ideas is not the subject matter of this book, though it is interesting reading. If you are interested in morphogenetic fields or collective unconsciousness, please read the cited texts. While Meyers takes issue with the phenomena, she does believe in the social innovation portion of the story.

"Instead of an example of the spontaneous transmission of ideas, I think the story of the Japanese monkeys is a good example of the propagation of a paradigm shift, as in Thomas Kuhn's *The Structure of Scientific Revolutions.*

The truly innovative points of view tend to come from those on the edge between youth and adulthood. The older generation continues to cling to the world view they grew up with. The new idea does not become universal until the older generation withdraws from power, and a younger generation matures within the new point of view.

“It is also an example of the way that simple innovations can lead to extensive cultural change. By using the water in connection with their food, the Koshima monkeys began to exploit the sea as a resource in their environment. Sweet potato washing led to wheat washing, and then to bathing behavior and swimming, and the utilization of sea plants and animals for food. "Therefore, provisioned monkeys suffered changes in their attitude and value system and were given foundations on which pre-cultural phenomena developed." (M Kawai, *Primates,* Vol 6, #1, 1965).”[6]

A key to using social norms and relying on social diffusion is engaging the best agents of change. Certain people within a community, interest group, school or organization are natural leaders. These may or may not be the elected or appointed leaders but they have a charisma and magnetism that attracts attention and interest. These people are often the opinion leaders and change agents. If they adopt a new behavior, it will spread faster, than if a more non-descript member adopts the behavior. While it is important to get as many people as possible to adopt a new behavior, the opinion leaders can help the behavior diffuse faster and wider.

Other reasons people change

There are several other reasons people change behaviors. **Self-efficacy** and **actual skills** fall into the education category. There are few things scarier in daily life than taking on a new behavior, in which you are not trained. If the behavior is very simple, training or education may not play much of a role. Simple awareness that the new action is needed and a compelling reason to change may be enough. Other times the confidence to say “I know how to do this” or “I’ve been trained in this” is very important.

Related to social norms is the concept of **self standards.** People like to identify with other people with like or similar beliefs, values, or activities. The “people like me do this” idea can be very powerful and can transcend some of the typical closed social structure constraints such as location and age. A belief in “strong family values” is an example of a self standard that is not limited to a closed social structure. While American Republicans claim to be the party of family values (a closed system), many Democrats and politically independent people in the U.S. and throughout the world are probably equally founded in family values.

Regulation or constraints of various types often play into decisions about behavior. **Perceived consequences,** positive or negative are often the reason given for changing behavior. The major difference is that positive consequences such as rewards or recognition usually do a better job of also leading to attitude change. Change because of a sense of compliance is not as often self-sustaining. That type of change usually only continues while the threat of consequences is perceived to be high.

Gradual vs. sweeping change—a clarification

In Chapter 1 I introduced my Keep it Simple and Singular (KISS) concept. In this chapter I referenced Deutschman’s five myths of behavior change, one of which is the idea the small gradual change is better. If it’s true that sweeping change is actually more sustainable than gradual change, how does that relate to the KISS theory? The answer is a perfect example of why watershed outreach programs often fail to produce measurable results.

In smoking cessation programs the term "cold turkey" refers to suddenly and completely stopping the behavior. "That's it, I'm never smoking again." There is a lot of research that indicates that when it comes to chemical dependency, cold turkey is the best approach. Sometimes other drugs or medicines are substituted and people are weaned off those gradually. For example, the person may use nicotine gum or the nicotine patch for a while. But the act of smoking a cigarette ends abruptly. That is the type of sweeping change I believe Deutschman's if referring to in his article.

The KISS concept says that a person should try to change one action or behavior at a time. In other words, picking up after your pet every time you take it for a walk is one simple action. To me it is a sweeping, radical change because the message is to <u>pick up after your pet every time from now on</u>. If we said try to pick up after your pet once a week for a month, then increase to twice a week, etc., we would be asking people to change gradually.

Where water pollution or conservation outreach specialists run into trouble is thinking that sweeping, radical change means changing every behavior within that category at once. In other words the shopping list approach is how even the shortest of messages are presented.

In your concerned about polluted runoff leaving private property in urban and suburban areas your concerns or messages may include the following:

- Sweeping lawn clippings from sidewalks, driveways and gutters,
- Sweep excess fertilizer from sidewalks, driveways and gutters,
- Stop bare soil from running off to hard surfaces such as sidewalks, driveways and gutters,
- Fix oil leaks and other leaks from your automobiles,
- Properly dispose of all automotive oils and fluids after completing routine maintenance or repairs,
- Pick up after your pets,
- Wash your car on the lawn or take it to a car wash.

Wow what a list! "Which one should I do first?" "What was the third one again.?" "Do you have a little card I can carry around? Oh wait, I don't want to touch my wallet while my hands are dirty or greasy. I guess I better just memorize the list. What was the fourth one again?"

The shopping list or shotgun approach is a recipe for failure. Keep it Simple and Singular but make certain the action is sweeping, not gradual.

Below is a sample worksheet that may help you break down your topics into single current behaviors, solutions and possible messages. Thanks to the Chesapeake Club, the first line is already filled in. Fill in the subsequent cells with your own current behaviors/problems, new behaviors and possible messages. As you complete the worksheet, keep in mind that if you haven't already completed some of your audience research you may not know which single action on which you want to focus first. Later in this book we will spend more time working with messages. You may wish to refer to this table later. A full page version of this table is available at the back of this guidebook in the resources section.

Current Behavior/problem	New Behavior	Possible Message(s)
Declining crab population in Chesapeake Bay due in part to excessive residential fertilizing	Fertilize once in the autumn only	"The lunch you save may be your own." "No appetizers were harmed in the

		growing of this lawn." "Save the crabs…then eat 'em."
Pet waste loading into East Canyon Creek from creek side trails	Pick up after your pet and properly dispose of the waste every time.	"You think picking up my poop is disgusting, try drinking it." "Pick up after your dog, or we're all in deep (Beep)!

Chapter Summary

Understanding the reasons people engage in their current behaviors and what the barriers are to them taking on a new, more desirable behaviors, is an important aspect of the social marketing process. Once you understand the barriers to behavior change you can position the new behavior in such a way as to be able to compete better with the current behavior.

Most of the reasons people choose behaviors are based in emotion of one sort or another. People tend to make decisions based on feelings. Coercion is not as effective a technique as is promoting the new behavior in a positive way that makes the new behavior a desirable choice. Facts alone are not enough to make people act and sustain a new behavior.

Change should be sweeping, radical and immediate. It is possible to make one simple change at a time and have that change be immediate, sweeping and radical.

Summary

- **Behaviors are often rooted in emotion.**
- **Barriers to behavior change are also often rooted in emotion.**
- **New behaviors need to be even more attractive than current behaviors.**
- **Facts alone are not enough to sustain behavior change.**
- **Change should be sweeping rather than gradual.**
- **Simple, singular changes can still be sweeping and immediate.**

New behaviors must be more attractive than current behaviors. Using the table above, make a list of current behaviors or problems, new more beneficial behaviors you want to promote, and possible messages you might use to promote the new behavior.

Once you've finished brainstorming problems, solutions and messages that will promote the benefits, you are ready to fine tune your knowledge of the exchange process.

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Chapter 5

Exchange

"There's no such thing as a free lunch." "You can't get something for nothing." Those clichés say it all. Exchange is a key concept of social marketing.[1] In commercial marketing there is a tangible item or product being marketed. The consumer offers a certain amount of money usually in exchange for a certain product. Social marketing does not typically have the luxury of offering a tangible product. Most of the time social marketers offer something that may not seem worth the 'price.' Think about it from the consumer's standpoint. It always seems easier to stay with a current action than to adopt a new action. The current action is what seems normal. We are good at our current actions. If we are good at something we usually feel in control of that process. Control is hard to come by in this crazy world. Why would anyone want to give up the little bit of control they think they have? This is where you, thinking like the consumer, ask the simple question "What's in it for me?"

The process thus far has involved determining the problem, identifying possible solutions in which your audience can participate, and learning about your targeted audience. Every step along the way you need to ask that simple question: "What's in it for me.?" When you conduct your audience research you are trying to find out what your audience wants or needs in order to decide to take on a new behavior.

This is where the concept of positioning becomes important. The alternative may not seem worth adopting. The exchange itself is limited to what you give and what you get. How can you position or present a new behavior in a way that makes it worth adopting? In the previous chapter we discussed behavior change from the standpoint of barriers to change and benefits of change. We also started to talk about possible messages. Below in figure 5.1 is a possible example of a commercial exchange. On the left hand side is the price. On the right hand side of the figure is the product. The exchange is limited to the $1.00 you give me and A Pepsi that you get. The bullet points below the product on the right hand side represent the ways the product might be positioned. They go from the most plausible to the most unlikely. We will look closer at positioning in the next chapter on competition.

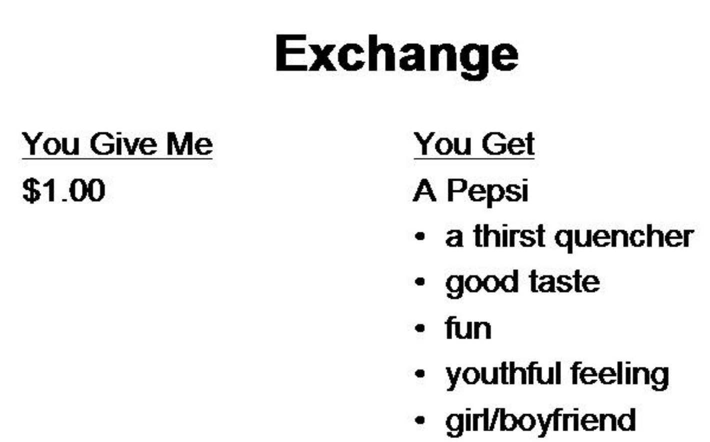

Fig. 5.1

Commercial advertising often implies benefits that are hard to quantify and are even hard to believe. In social marketing, the claims should be more tangible and conservative. Figure 5.2 below is a generic example of an environmental social marketing exchange and positioning. On the left hand side this time are three different choices for the price. The exchange is between one or all three of the price considerations and A Nicer Community. The bullet points below on the right side are the possible ways the exchange can be positioned. Once you have determined the behavior you want to change and the best way to position the exchange for your audience, you will be able to convert these generic statements into specific statements.

Fig. 5.2

Exchange is a practice most people use many times a day, but one about which they rarely think. Some people are bargain and comparison shoppers, so the exchange in their commercial lives is very deliberate. Some people are very health conscious, so they think about the exchange involved in eating foods with processed sugar as apposed the natural sugar in fruit and other natural foods. The reality is, however, most of the time most of us don't think that much about the exchanges in our everyday lives because they are second nature to us. That is a challenge of social marketing. The exchange will be very conscious at first. Hopefully after time it will be second nature, and therefore sustainable.

Below are a few examples of possible watershed social marketing exchanges:

New Behavior	Price	Exchanged for (benefits)
Fencing livestock from the stream	Time, money and effort involved in attaining and building fence and off-site watering for the livestock	Less stream bank erosion annually (more usable land)
Fertilize lawn once a year only (residential lawn)	More manual weed control (weeding by hand, or tilling)	Less cost for fertilizer. Mow less often
Switch to sprinklers from flood irrigation of pastures and crops	Initial expense; Initial increased effort	More efficient watering; extend water supply through end of growing season. Better yield and more money
Scooping the poop	Scooping the poop (use your imagination)	Acceptance from other pet owners and general society (social norms)

Fig. 5.3

In each of those examples above, improved water quality could be used as a benefit, and you may want to use it as an additional benefit. Remember, however, people don't always choose to do something just because it's the right thing to do. They want to see a benefit they understand and will appreciate.

Although a social norms benefit was only mentioned in the last example, social norms could be the used in any of the above examples. Look again at the new behaviors and the prices and think about whether additional benefits could be listed for each example.

Very often in social marketing emotional appeals and exchanges replace financial appeals and tangible exchanges that are common in commercial marketing. The 3 Hs of home, health and heritage can be particularly effective in environmental social marketing. In Figure 5.4 right, there is more than one exchange at work. At first glance it is easy to see that the advertisers have positioned their message around the health of children. Right above the girl in the foreground and the boy with his wagon in the background are the words: "Is your lawn chemical-free?" Directly below the girl's it reads: "Maybe it should be."

Fig. 5.4

The exchange is that by going organic our children will be better off. We all want our children to be better off.

The social marketers didn't stop there. The logo in the right-center area of the advertisement has the slogan next to it: "Good for Fish, Good for Us." Now our children's health and the health of the fish that we like to catch and eat are at stake. But it gets better.

Right below the logo and slogan across the width of the advertisement is an announcement that this ad is actually a 20 percent off coupon for organic lawn products and native plants. This ad is working on many levels at once. The three exchanges are give up your chemical fertilizers for your children's health, give up your chemical fertilizers for fish health and get a 20 percent discount off lawn and plant products when you buy organic fertilizers.

In the example above, the coupon is the tangible exchange. There is a financial incentive. The benefit is real. The link to the children and fish are emotional or psychological exchanges. Depending on your audience, the perceived notion of better human and wildlife health may be a more powerful argument than a $20.00 coupon. In other cases the coupon is the more powerful catalyst for change. This is, again, where knowing your audience is important. Different messages work in different ways on different people.

In fig. 5.5 (next page), there is no financial exchange. The Keep it Pure campaign managers are asking people to stay out of the drinking water source waters and to keep their pets out of the watershed. In return they are offering safer drinking water. Your audience may respond differently if they know that the water source is used for human consumption, rather than only for agricultural crop production. The title "Clearly Worth Preserving" is a play on words that refers to clean, clear drinking water. The prominent image is a glass of clear water. This is the "get" part of the exchange. You get clear, clean water. The image left of the glass is a man who looks to be on a hike. This advertisement seems to be targeting a recreational audience.

The bold bullet points to the right of the glass indicate the "give" part of the exchange. As is often the case in marketing and advertising, the people selling the product want you to know all about it before they tell you the price.

Fig. 5.5

Sample Print Advertisement

Because the product is safe drinking water, the price may be well worth the benefit. Likewise, if your primary audience is concerned with recreation such as sports fishing or human contact recreation, those beneficial uses may be the way to position your campaign.

Each state's environmental agency determines beneficial use classifications for the waters within their state. The Utah Division of Water Quality has established the following possible beneficial uses for Utah's streams, rivers, reservoirs and lakes:

Table 1. Designated Beneficial Uses for River Streams, Lakes, and Reservoirs,

Class	Definition
1	Protected for use as a raw water source for domestic water systems.

1C	Protected for domestic purposes with prior treatment by treatment processes as required by the Utah Division of Drinking Water.
2	Protected for recreational use and aesthetics.
2A	Protected for primary contact recreation such as swimming.
2B	Protected for secondary contact recreation such as boating, wading, or similar uses.
3	Protected for use by aquatic wildlife.
3A	Protected for cold water species of game fish and other cold water aquatic life, including the necessary aquatic organisms in their food chain.
3B	Protected for warm water species of game fish and other warm water aquatic life, including the necessary aquatic organisms in their food chain.
3C	Protected for nongame fish and other aquatic life, including he necessary aquatic organisms in their food chain.
3D	Protected for waterfowl, shore birds and other water-oriented wildlife not included in Classes 3A, 3B, or 3C, including the necessary aquatic organisms in their food chain.
3	Severely habitat-limited waters. Narrative standards will be applied to protect these waters for aquatic wildlife.
4	Protected for agricultural uses including irrigation of crops and stock watering.
5	The Great Salt Lake. Protected for primary and secondary contact recreation, aquatic wildlife, and mineral extraction.

This table is just one example of how you can maximize the benefits to your audience in the exchange. If you are within a drinking water-designated area, you'll want to test with your audience how important drinking water is in their decision-making process. The same is true for waters designated for sports fishing or contact recreation. Any potential benefit may be the benefit that will act as the "hot button" for your audience. Consider any and all possible benefits before conducting audience research.

Chapter Summary

Summary

- **Exchange is the process of giving up something and getting something in return.**
- **Commercial exchanges are usually more tangible than social marketing exchanges.**
- **An exchange that may seem weak or not worthwhile can be improved by positioning techniques.**

Exchange is the process of giving up something and getting something in return. In commercial marketing the exchange is usually very tangible. You give a dollar and you get a soda pop. Since several companies sell soda pop, athletic shoes, automobiles, etc. each brand is positioned in a way to make it appear to be somehow better than the competition. In social marketing the benefit, the thing your audience gets in return, is often not very tangible. Positioning, therefore, is just as important when the competition is between behaviors as when it is between products.

While the price and the benefit can be financial or physical, more often one or the other is also emotional in nature, relating to home, health, heritage or another strong value.

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Chapter 6

Behavior Change Tools

In Chapter 4 we discussed barriers and benefits, and in Chapter 5 we examined the exchange process. In both chapters positioning figured into the way we considered those aspects of developing a social marketing campaign. This chapter will go into further detail about crafting messages and positioning campaigns for behavior change.

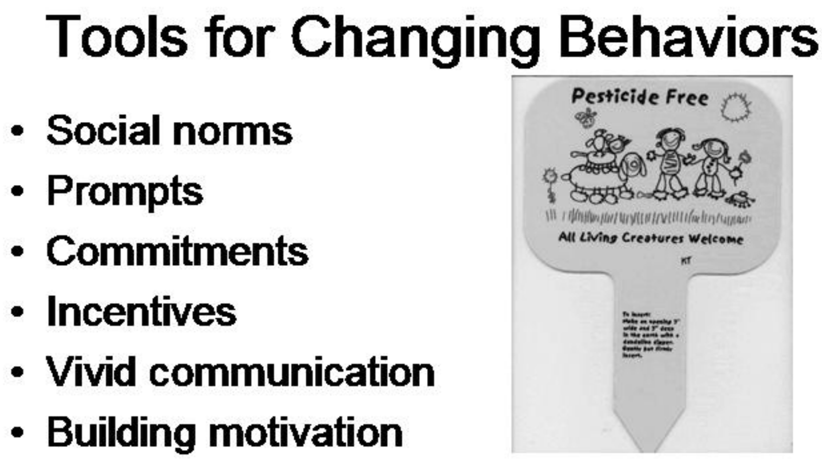


Fig. 6.1

The water quality consulting firm, Tetra Tech Inc, developed the Getting in Step[1] guidebook for the Environmental Protection Agency and with the assistance of a group of state and EPA representatives from throughout the United States who work in the area of watershed outreach. Their outreach trainers also conduct Getting in Step workshops throughout the country. The graphic to the left (fig. 6.1) is adapted from a presentation by Charlie MacPherson, Tetra Tech Inc.

As behavior change has increased in importance within the Nonpoint Source program nationally, MacPherson, her colleagues, and those of us on the National NPS Outreach Workgroup have used many of the tools listed in Fig. 6.1 and studied the results. While not every option from that list will work in every watershed, they can be very effective in the proper situation. These tools can be used as part of the community-based portion of a social marketing campaign.

Social Norms

Fig. 6.2

Social norms can be a powerful motivating factor in behavior change campaigns. Most people like to do the “right” thing or the most socially acceptable practice. This technique will not work well for those people among us who like to purposely fly in the face of conventional behavior, but for the non-rebellious majority social norms are a great tool.

Social norms can have a measurable effect on sustainable behavior change when used effectively. The two popular methods of presenting social norms messages are by promoting compliance and conformity. In compliance individuals adopt an action because of an incentive or to avoid a consequence. The picture in fig. 6.2 (left) clearly states a consequence. The message is: Keep your pet on a leash and scoop the poop or face a fine. Similar campaigns are found beyond environmental causes. Click it or Ticket is a campaign to get people to follow seatbelt use laws. Signs on the road urging motorists to follow posted speed limits because of photo or radar enforcement intend a similar effect. These campaigns want to "scare" people into compliance to avoid the consequences. As was mentioned earlier in this book, a problem with negative coercion, is that these types of ads don't give people a positive reason to do the action. Therefore, they may only do the "right thing" when the threat of enforcement is high.

On the other hand, conformity urges people to do the right thing out of a sense of personal duty or community expectations. Figure 6.3 (right) is a print ad from the City of North Las Vegas, Nevada that urges people to "Do Your Doody." This play on words is great for a social norms campaign because most people want to do their duty within their family, work, neighborhood, church, etc. One of the keys to social norms is making certain people understand the "normal" expectation. If picking up after your pet is understood as the environmentally appropriate or neighborly thing to do, people may be more motivated to "do their doody." Not everybody will want to or be able to live up to expectations, but if picking up after your pet is an expectation within your neighborhood or larger community, many people will act.

Fig. 6.3

In fig. 6.4 (below) pet waste is again the issue. This advertisement lists three reasons why you should clean up after your pet. Chief among those reasons is "our neighbors like us to." The water quality reason is third. The text of the ad goes on to say "Select them all and it's two paws up for you!" According to the ad, most people clean up after their pets as a courtesy to their neighbors. It's human nature to want to be liked and accepted. If you position the behavior you are promoting as a nice thing to do for your neighbors you are promoting a social norm. "People on this block scoop the poop" is the underlying message at work in this ad. The more closed the social structure the better social norms techniques tend to work. Promoting a "poop scooping" ethic within a kennel club or dog training association, or at a dog park are all good ideas, for example.

To be effective, the norm must also be visible. Certain sustainable behaviors, such as composting, are almost invisible in a community. Composting usually happens in the backyard, out of sight of the neighbors and passers by. Placing your blue recycling box or garbage can on the street announces to everyone that the people at that house recycle.[1] Like composting, picking up pet waste may go unnoticed, or your actions may be noticed by all. One way potentially unnoticed behaviors can be advertised is through the use of stickers or signs. A sticker on the garbage can proclaim "this house composts" or "this house scoops the poop." Of course, if you do that you'll have to answer to your 7th Grade English teacher who will remind you that the house isn't doing anything. Potential bad grammar aside, social norms messages proclaiming your environmentally friendly actions can be very successful.

Fig, 6.4

Sometimes the way the social norms message is worded helps determine how effective it will be. Psychologists are discovering the types of words and messages that encourage earth friendly behaviors. Field research – whether in hotels or literally in the field – are helping everyone from the U.S. Forest Service to conservation-minded businesses to safeguard natural resources more effectively.

Applying theories from social psychology to environmental problems, researchers at Arizona State University tested the power of social norms in influencing behavior. Robert Cialdini, PhD, and two graduate students worked with a local hotel on a program to encourage lodgers to reuse wet towels. The researchers randomly assigned cards with one of five different messages to 260 guest rooms, each with one of the following messages:

- "Help the hotel save energy"
- "Help save the environment"
- "Partner with us to help save the environment"
- "Help save resources for future generations"
- "Join your fellow citizens in helping to save the environment"

The last message, which described a social norm, was the most successful: Forty-one percent of the guests who got those cards recycled their towels. Next best were the messages urging environmental protection and the benefit to future generations, which led to about 31 percent reusing towels. Least successful: The message emphasizing the benefit to the hotel. Only one in five guests with that card reused their towels.[2]

One thing to remember about the word "environment" when it is used in messages, the more specific you can be with your word choices, the more your message will potentially resonate with your target audience. In other words, if you are talking about keeping the water clean, say so. The same is true for water conservation, soil conservation and air quality. The word "environment" is a catch-all word that tends to be overused.

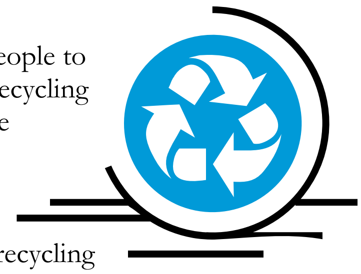
Researchers have found a second type of effective message suitable for other situations. Patricia Winter, PhD, a research social scientist with the Wild-land Recreation and Urban Culture Research Unit at the USDA Forest Service's Pacific Southwest Research Station in Riverside, Calif., has tested variations on the tried-and-true "Keep Off the Grass" motif and found them to be effective. These injunctive-proscriptive messages tell people directly what not to do.[3]

One caution about the "Keep Off the Grass" philosophy is that it can backfire and even encourage rebellion. While many people want to comply, even if the consequence for not complying is not spelled out, others will only comply with a rule, regulation, or law if the threat of enforcement and consequences seems real enough. In other words, many people are going to do what they feel they can get away with without punishment. The positive approach would be to help people understand that "people like them" keep off the grass.

An effective way of using social norms is to communicate how many people participate in a positive behavior. Publicize the percentage of water savings at the end of a growing season as part of a voluntary water use restriction. Publish results of surveys that show self-reported increases in recycling, use of organic fertilizers, aggressive use of rotational grazing, soil testing, etc.

The more people believe that a practice is generally accepted, the more likely they are to want to engage in it themselves. If they see their neighbors doing it or see evidence that their neighbors are doing it, then they are even more likely to take part.

Prompts



Prompts have many similarities to social norms. Prompts are designed to remind people to engage in environmentally friendly behavior. Your target audience may know that recycling is the right thing to do, but they may not also be thinking about recycling. A "Please recycle" sticker using the familiar picture of the three arrows that form a circle may remind people to do something they have already embraced as a good idea. Forgetting is human nature. Prompts are therefore often used as reminders to help maintain positive behaviors. Recycling reminders often appear near trash and recycling bins, a sign reminding people to turn off the lights to conserve energy is placed near the light switch near the doorway. There is no guarantee that people will always do the right thing, but prompts can help those who want to do the right thing.

Fig. 6.5

Prompts work well for simple repetitive behaviors such as turning off the lights and disposing of recyclable items in the right place. Prompts can also work for less frequent behaviors such as properly disposing of used automobile oils and sweeping up excess fertilizer. While prompts work best when they are placed in the location where the behavior is to take place, that isn't always possible. Prompts can also be placed where a purchase takes place that leads to the behavior. For example, a reminder to follow fertilizer directions and sweep up afterward could be placed in the lawn and garden, or hardware store near the fertilizer displays. Information about how and where to recycle automobile oils and fluids could be placed in auto parts stores. Historically, point-of-sale prompts have been very effective in many campaigns in many parts of the country, increasing the desired behavior. Remember, it's human nature for most people to want to do the right thing, but it's also human nature to be absent-minded and forgetful sometimes.

Commitments

Commitments are a great way to turn good intentions into positive watershed behaviors. Every year in elementary schools throughout the country students agree to read so many books or so many hours in exchange for possible prizes. These read-a-thons, as they are often called, have a good track record of success. The children usually make the commitment because of the lure of prizes or glory. They often stick with it because they have made a promise in front of their teacher and classmates. Their parents usually know about the promise as well. In other words, there is a lot of pressure to succeed, in addition to any reward waiting for them at the end.

Starting small

Often times when asked out of the blue to take on a major commitment people decline, but when first asked to take on a smaller commitment they are more likely later to agree to the larger request. In one study, individuals who were asked to wear a lapel pin publicizing the Canadian Cancer Society were twice as likely to donate subsequently than those who were not asked to wear the pin.[4] Fostering Sustainable Behavior, by Doug McKenzie-Mohr, has several other short examples of commitment case studies that show how a small commitment or informational conversation can lead to a larger commitment.[5]

The Whatcom Watershed Pledge

In Western Washington State in the late 1990s the coordinators of the Whatcom Watershed project developed a public participation and education program by asking people to take the Whatcom Watershed Pledge. The pledge program was developed after a residential survey indicated that residents throughout the watershed engaged in actions that probably were contributing to pollution problems, and that lack of awareness of the impact of their actions and a lack of information about what they could do differently were contributing factors to the problem.

There are pledges for businesses and residents. People are asked to go through checklists of activities within several pollutant categories and pick the actions they will pledge to take on to protect water quality. As residents and business owners or managers go through the categories they are offered explanations of why certain actions can lead to or prevent pollution. They are then asked to commit to specific actions they can take.

In one category, pounding the pavement, citizens can agree to take any or all of the following actions:

- Never dump toxic materials down storm drains or on the ground.
- Use spaced paving stones, bricks, sand or gravel in my driveway and walkways.
- Position gutters so that they drain rainwater onto grass or garden beds and away from impervious surfaces.
- Leave buffers of native vegetation at the base of hills and along the water's edge.
- Minimize impervious surfaces when remodeling or building.

Some of the other categories include lawn and garden care, picking up after animals, septic tank maintenance and on farm practices.

The program had a high involvement rate. The program's innovation coupled with the evidence of its strengths lead to the governor bestowing his Service and Quality Improvement Award on the managing agencies. The program has been recognized and duplicated in municipalities nationwide and beyond. Improvements to the program continue to be made, and watershed project managers expect to see water quality improvements in future monitoring as a result of on-ground improvements and citizen efforts.

Strength in numbers

Commitment initiatives work well in tight groups, much in the same way social norms succeed well in more closed social situations. For example an exercise commitment initiative within a workplace has an increased chance of success because you see others who made the same commitment five days a week. This relates closely to social norms. You can be positively motivated by the success of your office mate. Your office mates may also pester you into compliance. Some people may even look at a group commitment as a competition and want to finish first.

Follow the leader

Commitment techniques oftentimes have a high rate of success by diffusing through a small area such as a residential block or neighborhood. Much in the same way commitments tend to be effective in semi-closed settings such as schools and workplace environments, neighborhood commitments tend to work because you are continually exposed to the positive example of your neighbor.

A key to diffusing a commitment throughout a block or neighborhood is finding an opinion leader, or block leader to take on the behavior first. A block leader is a community resident who already engages in the behavior that is being promoted and agrees to speak to other people in his or her immediate community to help them get started. In one study, block leaders approached homes and used a variety of community-based social marketing strategies, including seeking verbal commitments, to encourage the households to begin recycling. The residents in homes that were visited by block leaders were more than twice as likely to recycle than were people who only received flyers.[6]

A cost-effective way to promote diffusion of an action through a small area is to ask people who commit to an action to also commit to actively promoting the action to others. This approach can speed up the spread of a new behavior. Much in the same way word-of-mouth can help sales of products, people actively promoting a behavior in which they engage can accelerate its spread.

Volunteer groups can also help promote commitments. In one study, boy scouts asked residents to sign a statement agreeing to participate in a community recycling program. Those households who were asked to sign the statement were much more likely to participate (42 percent) than was a control group who was not asked (11 percent) to participate.[7]

Incentives

No matter how altruistic someone's actions appear to be on the surface, and no matter how altruistic that person may believe his or her actions are, everybody is motivated on some level by the "what's in it for me" mentality. It is human nature to want something in return something given.

Fig. 6.6

Earlier we discussed the marketing principle of exchange and the concept of price as it relates to social marketing. Incentives can be a way of offering people something in exchange for the "price" of the action they take on behalf of the environment.

Incentives have been used in recycling programs for many years. Glass bottles in many states have a small cash incentive to recycle. Plastic bottles are following suit in a few states. Aluminum recycling is big business. Companies pay by the pound for recycled aluminum soda and beer cans and other aluminum.

Sometimes incentives come in the form of free or reduced cost for products that are environmentally friendly. Figure 6.6 (above) shows an advertisement offering a $100.00 credit for trading in your old toilet for a low-flow toilet. This type of incentive allows people to purchase something that will save water, save them money on an ongoing basis and save them a lot of money up front. Project sponsors might argue that saving water is enough of a motivation. Perhaps coupling water savings with saving money each month on your water bill should be enough. If one or both of those incentives are enough, stop there. If not, keep "sweetening" the "pot" until people have enough incentive to act.

Fig. 6.7

In watershed protection or restoration efforts an incentive could be a discount at a local car wash, professional oil change station or other business that promotes environmentally friendly practices. Sometimes recognition is enough of an incentive. This relates back to the use of social norms. Some people take pride in displaying their environmentally friendly actions. The idea of being a leader or among those who participate in pollution prevention actions is made more appealing to some people if they can outwardly let the world know what they are doing. Some pledge programs, such as the one mentioned earlier, offer a decal or sign that participating businesses or individual residents can display for others to see. Figure 6.7 (left) takes after the signs that commercial lawn care companies place on front lawns after performing an application. This message goes counter to the message of the lawn care company and it lets neighbors and passersby know that the people in that house care about the health and well-being of the children and animals in the area. The immediate goal of this technique is to make the individuals feel good about their actions. The medium range goal is to create a new social norm among the residents in the neighborhood. The longer range goal is diffusion among people in other neighborhoods, which in turn will hopefully lead to improved water quality in the watershed.

People usually want to do the right thing, but they will be more likely to act if the exchange is equal or in their favor. Determine in the research what steps will make your audience act and then provide an incentive that will make it more likely to happen.

Whether it be cash, savings toward an environmentally-friendly product, or recognition, incentives can be powerful ways to build motivation and momentum for your watershed improvement efforts.

Vivid Communication

In a world where the average person is inundated on a daily basis by a barrage of media messages, your message had better be creative, interesting and catchy or it will be lost. As more and more messages pass by us and assault our senses every day, there is a constantly increasing likelihood that more and more people will "tune out" more and more of these messages. So what gets people's attention? What doesn't work? There are many schools of thought about how to get your audience's attention. Ultimately, your audience testing will give you the answer for your topic and your area. Here are a few methods social marketers to get their message across.

Humor

Humor in advertising can get your audience's attention. In figure 6.8 (right), the Chesapeake Club treats the serious issue of drastic reductions in the population of the Blue Crabs in the bay with humor. Instead of protecting the crab population, they urge that you protect the crabcake population. The project sponsors are banking that homeowners who apply their own fertilizer (the intended target audience) will be interested enough in the visual image and the clever caption to look at the rest of the ad and read the words. In this case the words are urging people to only fertilize their lawns in the fall as a way of reducing phosphorus levels in the bay. The big print never mentions phosphorus or fertilizing, or even lawns.

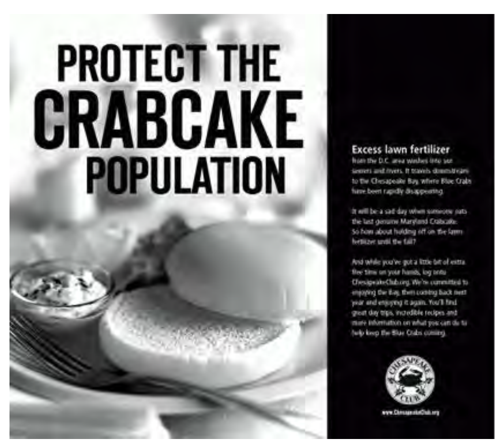


Fig. 6.8

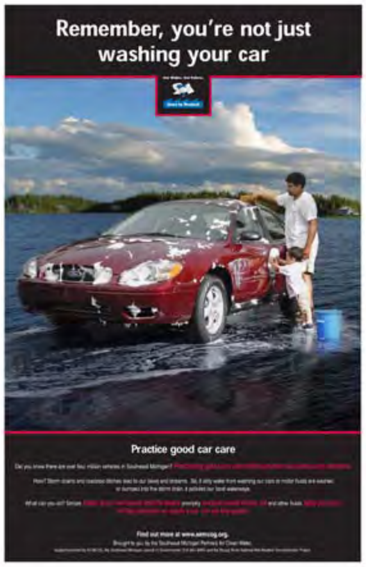


Figure 6.9 (left) is more outwardly serious while still using humor. "Remember, you're not just washing your car," the headline of the advertisement reads. The photo is of a man and a boy washing their car on a lake. At first glance it is humorous to see people washing their car on a lake. It is absurd. This never happens. But the message is that it does happen, because when you wash your car on the driveway the soapy, dirty water runs into the storm drain and into the creek or lake untreated. While fig. 6.9 is from Michigan, this style of ad with people conducting daily polluting actions superimposed over a body of water, started in Washington State, and has spread throughout the country. Later in this chapter we will discuss testing and possibly using messages from another watershed in another part of the country in your project area.

Fig. 6.9

Fig. 6.10

The advertisement to the right (fig. 6.10) shows a body builder flexing his biceps. The headline reads "Pump it out!" This is a reminder to people to have their septic tanks cleaned regularly. The idea of using a play on words is nothing new. A funny poster from several years ago tells people to "Mow High!" The picture is of a young "punk rocker-looking" man with a tall spiked Mohawk haircut pushing a lawn mower.

Each of the humorous examples mentioned uses a vivid image to go along with interesting, funny or shocking text. It is critical that your messages get people's attention immediately. On the other hand, make certain you are not going too far. If your offend your audience your message will backfire.

Get Serious

Many social marketing messages try to play on more serious emotions. The Native American (Crying Indian) from the famous 1970s anti-litter campaign wanted people to feel sad—and perhaps guilty—about "trashing" the planet.

Fig. 6.11

In fig. 6.11 (left), the project sponsors are trying to make the connection between littering from a car on a road somewhere and how it may impact our children in a completely different location.

Though money is often the main reason people do things, home, health and heritage are all possible motivators. If your audience indicates that they are worried about the environmental legacy they leave for their children and grandchildren, an ad like this might work. On the other hand, the Chesapeake Club used a humorous (perhaps selfish) motivator to save the blue crab population by equating them to our food.

In Minnesota, where there are a lot of lakes and a culture of enjoying the abundance of water, fig. 6.12 (right) got a lot of people's attention. It is an obituary for Lake Patricia, one of the more than 10,000 lakes in the state. Written like an obituary for a person, the obituary of Lake Patricia gives details of her demise, "An active member of the aquatic community, Patricia contracted damaging amounts of algae due to high phosphorus levels given off by leaves and grass clippings that entered her system." The obituary finishes by telling people that in lieu of flowers they should sweep leaves from gutters and storm drains along with raking and bagging leaves on their yards.

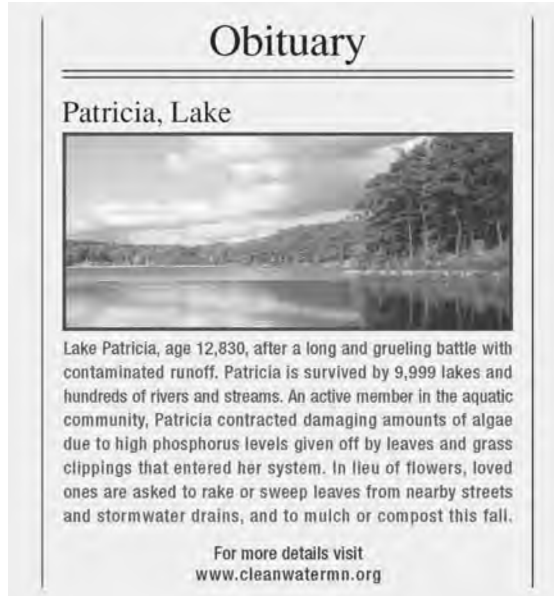


Fig. 6.12

This clever ad appeals to local residents' love of their lakes for fishing, swimming, floating or sitting near. Most people love water. If you are in an area where recreation or the natural beauty of the water resources is very important, messages that discuss the loss of those values can be effective.

Building Motivation

We have mentioned how important it is for members of a target audience to see other members of that audience engaged in the positive behavior your project is promoting. This cannot be emphasized enough. Yet, some project sponsors do not do an adequate job of promoting and publicizing successes. The Slow the Flow water conservation outreach effort in Utah uses a variety of media to get out the message. Along with statewide television advertising, the multi-agency coalition uses radio, newspaper and direct mail advertising as well. They also publicize their progress annually in the news media. This allows people to be reinforced in the idea that their efforts are making a difference. Direct reporting methods can also be used to promote successes and build motivation. Members of your watershed group should be prepared to speak to groups of interested and concerned citizens with program and progress updates as requested. You may want to offer to speak to groups as you have new information to report. Give your presentations at the City Council or County Council as updates are available. The more successful people believe your efforts to be, the more likely they are to join.

Chapter Summary

Summary

Choose the proper approach or behavior change tools for your audience and situation.

- **Social norms**
- **Prompts**
- **Commitments**
- **Incentives**
- **Vivid communication**

Regardless of which approach you use, you can help build motivation by publicizing the successes of the campaign.

Many tools exist to help you promote behavior change. Social norms, prompts, commitments, incentives, vivid communication and building motivation have somewhat different applications and appropriate situations in which they should be used, but they all can potentially motivate behavior change. As with every other aspect of social marketing, audience input is critical in determining the best mix of approaches for your audience. Social norms may work for one group in one area, while incentives are the way to go somewhere else with a different group. Vivid messages should be interesting, but clear and easy to understand. In the case of print advertising, and television, an image or images usually get our attention. The words drive home the message.

No matter what tack you take with your campaign, report your successes through the news media and direct distribution methods to help build motivation among your audience members.

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Chapter 7

More about the Media Mix

Sell to their needs, not yours.

~ Earl G. Graves

Marketing—whether it be for commercial gain or social good--is a combination of advertising, media relations and public relations, and personal communications. This is known as the marketing mix, or media mix. We discussed choosing mediums back on pages 23 & 24 in Chapter 2. In this chapter we will go into more detail about how campaigns have used the media mix to maximize their social marketing efforts.

Politics as Usual

We have talked about some of the similarities and differences between commercial marketing and social marketing. There are, however, some interesting similarities between political campaigns and social marketing campaigns.

For one thing both political campaigns and social marketing campaigns seem to never end. However, for the purposes of this guidebook, we will focus on another obvious similarity. Politicians and social marketers both use an appropriate mix of mass media and personal-level communication for their individual circumstances.

For example, for every television or radio ad a candidate runs, he or she shakes hundreds of hands and delivers several speeches to groups large and small. This is the nature of political campaigning. For every newspaper ad there are hundreds of lawn signs produced and distributed by volunteers. Flyers and door knob hangers are left at residences touting the candidate's platform on the same day a candidate is featured in a local news story about the upcoming election.

Politicians understand that face to face contact, followed by group presentations, hand delivered campaign materials from volunteers, and finally, printed materials left on a doorstep are all deeper forms of communication than advertisements. However, candidates need to keep their faces in front of the voters daily down the stretch. Short advertisements keep people aware of the candidates.

The media mix in watershed social marketing

There are several examples of water conservation and water quality behavior change campaigns that have effectively used mass communication and personal communication channels. However, there is no simple formula to determine what should go into the mix. Every watershed and every situation are different. Some of the factors that impact the make-up of the media mix include:

- Audience research answers about where they get their news and information
- Budget (more of a concern in mass media communication)
- Availability of staff or volunteers (more of a concern in personal community-based communication)
- Complexity of the message
- Audience size
- Geographic size.

The short examples in this chapter come from Getting in Step: A Video Guide for Conducting Watershed Outreach Campaigns,[1] This includes outreach campaign examples from four watersheds throughout the country. While each area is different from the others in many ways, they all used the right media mix for their area and audience. Part II of this book includes longer watershed social marketing examples.

The first example in the video is from Cannon Township, Michigan. In this case a smaller community with fairly good water quality is growing fast. With growth comes concern about increased water pollution from construction, additional people and other factors.

The township secured Clean Water Act Section 319 money from EPA and started conducting an awareness and behavior change campaign targeting local home owners. While many of the outreach activities were community-based, mass media were also used. The media mix included:

- A local theatre troupe that toured local schools performing original water quality skits
- Water fairs
- Advertisements and articles in the town newsletter
- News coverage in the local newspapers
- Workshops for developers
- Presentations at local meetings.

Because of the family-oriented nature of the community, a lot of school and family activities were held during the project. Developers and builders were given educational information about best management practices to control erosion. Developers were also educated about the environmental and financial benefits of including open space in sub-division design.

In Pennsylvania's Amish country, the audiences and the challenges were very different. Project coordinators in the Pequa-Mill watershed had to use a heavily community-based approach to social marketing. Amish farmers--one of the main audiences for the project—don't have electricity, so they don't watch television, listen to the radio or use the internet. They do, however, read the local newspaper and the national Amish-Anabaptist newspaper. Those were the main sources of mass communication.

The community-based interpersonal communication followed a model used often by project coordinators in agricultural watershed areas. The project coordinators started by determining who the opinion leaders were within the community and their opinions. The answer is fairly simple within Amish communities. The leaders are church elders who are experienced farmers and respected men within the church and the community. The project leaders also asked how farmers share information among themselves. The answer revolves around church functions. Following Sunday services there is a communal meal. While the women prepare the meal and later clean up, the men sit around and talk. They often talk about farming. The respected elders within the community are always present for these conversations. This meant that if the project coordinators could convince church elders to use some of the best management practices, the project was much more likely to be successful. The project sponsors ended up with a very large number of land owners who signed up to incorporate the new practices on their farms. Word of mouth, farm tours, public meetings and the newspapers continued to be the channels of communication throughout the life of the project.

The third example from the *Getting in Step* video took place in Salt Lake City, Utah and focused on a 4th grade teacher and her advanced learning class. As a service project, the class was able to get large recycling containers donated by a local recycling company. The class also got a nearby business development to donate some parking lot space for the containers.

During the kickoff of that project several of the students ventured away a short distance and discovered a “forgotten” section of Parleys Creek that was being used as a transient camp and a dumping ground. The overgrown area had once been the site of an ice plant. Slabs of concrete and pieces of iron pipe from the plant were among the debris in and near the creek. Despite being one of the few above-ground segments of the creek within the city limits, it was not an inviting place for nearby residents.

The class decided that their next project should be to clean up the long-forgotten section of creek that became known as Hidden Hollow. Once it was cleaned up they could turn it into an outdoor nature learning center.

Soon after they started planning their project, the students and their teacher learned that the area was scheduled to be paved over as part of a parking lot for a new retail development.

This is when the students and their teacher really went to work. They held clean-ups and invited the media. They partnered with agencies and private groups that stood to gain from preserving the creek.

One of the most important things they did was to get involved in the political process. They went door-to-door as a class and individually with their parents collecting hundreds of signatures from local residents and businesses that supported preserving the creek. They held news conferences and public tours of the area. The students brought their petitions and presented their case to the City Council prior to the vote on the zoning proposal. The students were polished, passionate and knowledgeable. The Council voted not to grant the rezoning request by the developers. Instead, Salt Lake City and the developers reached an agreement to preserve the creek. Having the creek and nature park in the middle of the shopping center actually made the retail development more valuable.

The final example in the video is from the City of San Diego, California. The city used a variety of mass media and community-based communication channels as part of their storm water management permit. These channels included:

- Award-winning television commercials
- Radio advertisements
- Newspaper ads
- Bus-board advertisements
- Billboards
- News media coverage
- Presentations to schools
- Presentations to civic groups and special interest groups
- Displays at fairs
- Giveaway items (Frisbees, magnets, etc.)

The city conducted a telephone survey before the campaign started to establish a baseline of knowledge and action. Each year the survey has been repeated. After the first year alone, there was a significant increase in awareness of storm water issues. However, even more impressive, is the statistic that beach closures were reduced by 33 percent in a year. While several factors could contribute to the reduction in beach closures, storm water managers largely credit the storm water awareness and behavior change campaign.

I chose to include two other examples not in the Getting in Step video They are the Salt Lake City Keep it Pure Campaign and the Salt Lake County Storm Water Coalition campaign.

Both campaigns started with surveys to determine knowledge, action and practices related to their subject matter. They both included partnerships with other organizations and agencies that have similar interests. It is the media mix that makes these two programs stand out from each other.

The Salt Lake City Keep It Pure campaign used one consulting firm to develop a marketing plan and another to conduct market research. Based on the survey, the marketing plan included reaching people where they recreate in the canyons east of the city, as well as reaching them at home and through their children. The media mix included:

- Signs at trail heads
- Advertisements in the newspapers, the local weekly magazine and a special interest magazine dedicated to skiers and snowboarders.
- Campaign sponsors also distribute printed material at festivals and fairs
- School classroom and field trip education.

The approach to classroom education is slightly different in the Keep It Pure campaign. Project sponsors hired a local nonprofit organization and a local University to write Utah State Office of Education-sanctioned school curricula for the 4th and 9th grades that included a lot of watershed specific data. Because it was specifically written for, and approved as part of Utah's public education curriculum, project sponsors have had great success recruiting teachers to learn how to teach the lessons. Additionally, non-formal educators wishing to teach Keep It Pure lessons are welcomed into most classrooms. This is because the No Child Left Behind Act puts so much pressure on teachers to teach what will be covered on standardized tests at the end of the school year. Most teachers only want outside presenters who will teach from the core curriculum. They also want to spend almost all their teaching time focused on the core. The Keep It Pure program has given teachers the chance to stay focused while educating their students about the importance of protecting drinking water sources. While no results of the results from the standardized tests have been made available to Keep It Pure programs coordinators to this point, pre-test and post test results related specifically to material taught in the Keep it Pure program from two inner city schools show a nearly 20 percent improvement by 4th grade students.

The Salt Lake County Storm Water Coalition has used more mass media in their campaigns. Since 1993, the coalition, which is lead by Salt Lake County Public Works Division, has worked with the major cities and incorporated towns in the county to raise awareness about storm water issues. The County has left it up to the individual cities to augment the awareness campaigns with community-based behavior change information.

While the Salt Lake County program is not a true social marketing campaign, coalition members have used an interesting blend of mass media awareness and interpersonal awareness and behavior change messages to promote storm water pollution prevention.

For its' part, Salt Lake County has provided several television commercials over the years, as well as radio spots, bus board advertisements, newspaper supplements, and theatre ads. Most of the cities within the county and neighboring counties have contributed financially to the media campaign.

Salt Lake County's community based channels of communication have included activity books for schools and presentations in classroom and at fairs. Individual cities have provide utility bill stuffers, classroom and fair demonstrations and presentations at government, civic, business and special interest group meetings.

Even in a mostly educational and awareness-building campaign, such as the one in Salt Lake County, the media mix is an important part of a successful program. Salt Lake County's survey results show increasing awareness of storm water issues, despite a rapidly increasing population throughout the area.

Chapter Summary

Whether your project is targeted toward 100 or fewer larger agricultural land owners or 100,000 of more urban or suburban residents, successful social marketing campaigns use the best possible mix of media channels available. Your media mix should always include at least one mass communication channel and one interpersonal communication channel, also know as a community-based approach.

Mass communication channels may include:

- Television
- Radio
- Newspapers
- News coverage
- Billboards
- Bus board advertisements
- Subway station posters
- Movie Theatre ads
- Internet (websites, blogs, You Tube, etc.)

Interpersonal communication (community-based) approaches may include:

- Water fairs
- County fair
- School presentations
- Community group presentations
- Door-to-door discussions/literature dissemination
- Utility bill stuffer.

It is important to make your media channel choices based on your audience research. If a significant percentage of your audience attends water fairs, your campaign should have a presence at the water fairs. If most of the target audiences don't read utility bill stuffers, don't use that format. If your project is in a small population or geographic area, television may not be your best bet.

Chapter Summary

- **Use a media mix in every social marketing campaign:**
  - **Mass media**
  - **Interpersonal communication**
- **Mass Media Examples:**
  - **TV**
  - **Radio**
  - **Newspapers**
  - **News coverage**
  - **Billboards**
  - **Bus board ads**
  - **Subway station posters**
  - **Movie Theatre ads**
  - **Internet (websites, blogs, You Tube, etc.)**
- **Interpersonal Communication (Community-based)**
  - **Water fairs**
  - **County fair**
  - **School presentations**
  - **Community group presentations**
  - **Door-to-door discussions/literature dissemination**
  - **Utility bill stuffer**

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Chapter 8

Evaluation

When people put their money into an investment they expect a return. History, industry reports, company projections and other indicators help set a level of expectation in the mind of investors. If the investment doesn't live up to expectations, chances increase that a significant portion of the investors will take their money elsewhere. The same thing is true for social marketing programs—especially those in the area of water pollution.

More than ever Congress is telling the Office of Management and Budget (OMB), who is telling EPA, USDA and other federal agencies, who are telling states, who are telling local governments, non-profit organizations and private groups to produce more measurable results. Obtaining measurable results is one of the main reasons to evaluate social marketing programs, but it is not the only reason.

The purpose of a social marketing program is to effect some change in the target audience's attitudes and behaviors.[1] with that in mind, it is important to note that program evaluation of social marketing can serve two important functions. First, it can assist in providing feedback to support refining and improving activities. Second, it can help to establish the effect and hence the accountability of the program.[2]

Evaluation Types

One of the first things a project sponsor needs to determine is what to evaluate. Evaluation is often divided into categories such as:

- Process evaluation
- Outcome evaluation, and
- Impact evaluation.

To stay consistent with our terminology, impact evaluation attempts to verify long-term outcomes, as they are called in our logic model, which first appeared in Chapter 2 of this book. A shorter version of the model appears below. It has also been reprinted in Appendix I.

The logic model has seven columns: objectives, baseline data, inputs, activities, outputs, short-term outcomes and long-term outcomes. The first five columns (objectives through output) constitute the information that will go into your process evaluation. Using the information from the five columns to the left, you will conduct outcome evaluation to measure the short-term outcomes and long-term outcomes.

Goals are <u>Overarching Benefits for Society</u>

GOAL 1:

Objectives	Baseline Data Identified Need (Risk Factor)	Inputs Resources, Collabor-ations, Planning	Activities Element(s)/ Components Schedule / Scope	Outputs (Quantifiable, Deliverable items)	Short-Term Outcomes Including Evaluation activity/ measurement	Long-Term Outcomes Long range-generally the cumulative effect of short-term outcomes
1.1 What do we want to achieve for **target population.** Measurable, tangible						
1.2						
1.3						
1.4						
1.5						

Fig. 8.1

Process Evaluation

As with every aspect of a social marketing campaign, you must be thinking about evaluating the process from the very beginning. Having said that, process evaluation is the most straightforward of the evaluation methods typically used in social marketing campaigns because the answers are more often black and white. It is easier to determine if you did what you said you would do than to verify changes in attitudes and behaviors, especially when the results are self-reported rather than observed or scientifically measured.

The first thing you must determine is what to measure. Did you collect the needed baseline data? What data did you collect and what did they tell you about your issue and your audience? Did you tap into all of your potential partnerships, stakeholder groups and community resources for support? Did you develop and test a theme, message and products for your campaign? Did the target audience receive and recall your message? Did you stay on schedule? Did you stay on budget?

You'll notice in the questions above that we stop short of asking whether the campaign changed attitudes and behaviors. You may ask those questions at the same time you ask your audience whether they were exposed to the message, but we will talk more about those questions in the next section.

The research method used will vary based on the question you are trying to answer. Internal staff reports or tracking sheets could be used to determine collection of baseline background data, contact with partners and stakeholders, attendance at planning meetings, etc. Reports from vendors or consultants can verify completion of tasks including conducting market research and creating media products. Media outlets can provide lists of dates, times, issues, etc. when your messages were aired or published. Tapes or printed copies also serve as documentation.

Follow-up marketing research is used to track audience exposure and reaction to your media messages. You should target the same audience you targeted during the audience assessment phase. You will ask largely the same questions to assess changes in knowledge, attitudes and actions in the time between the two assessments.

For the community-based approaches used as part of the overall social marketing effort, many possible evaluation methods exist. They include attendance at presentations, meetings etc.; pre and post tests at school classroom demonstrations; the number of fact sheets or prompts taken from a point of sale display; the number of hits on a website; or the number of phone calls to an information hotline number.

Outcome Evaluation

(Short-term Outcomes)

Evaluating outcomes is similar in some ways to evaluating the social marketing process. First, you must plan your evaluation strategy at the beginning and check in along the way to make certain you are on course. Secondly, you need to have definable goals and measurable objectives and tasks. Finally, you need to have baseline data before you begin from which you can show improvement.

The short-term outcomes in social marketing refer to attitude adjustment and behavior change. Some projects add a medium range outcome, which they use to quantify behavior change separately from attitude adjustment.

As you create your outcome evaluation plan, ask yourself what you are going to measure and how you are going to measure outcomes. Some of the measures can come from follow-up surveys, just as with process evaluation. Scaled questions that ask people how likely they are to engage in a certain behavior can be used to show attitude adjustment. Questions asking if people actually engage in a new behavior, and how often, can show behavior change.

The problem with surveys is that they are a form of self-reporting. There is no independent verification of what a person says. That's why other measures of outcomes can be useful. For example, if you are promoting a curbside recycling program the number of cans at the curb before and after the program may tell you something, especially if the findings agree with survey results. Water use is a good way of verifying the effectiveness of water conservation programs. Sales quantities and types of fertilizers sold can help determine the effectiveness of a campaign that aims to reduce fertilizer consumption or switch people to organic fertilizing methods. The number of pet waste bags taken from designated pet waste stations is a good measure that more people are picking up after their pets. The amount of waste in official pet waste collection stations and the amount left on trails before and after the program are also good indicators of short and mid-term success.

Outcome (Impact) Evaluation

(Long-range Outcomes)

The actual impact of the social marketing program is often difficult to assess accurately.[3] This is especially true for non-point source pollution. If the ultimate water quality goals are achieved, how much can really be attributed to behavior change? In small agricultural watersheds, the actions of 100 farmers may be the major collective source of impairment, and therefore significant changes in their actions may be a big part of the reason for improved water quality. Even if it's difficult to attribute a specific percentage of environmental improvement to the social marketing efforts, it is reasonable to suggest that documented positive changes in behavior can only be helping.

This brings us to an important key to successful project evaluation: never promise more than you can deliver. Non-point source pollution takes a long time to reduce significantly. It can easily take 10-15 years from the beginning of a project to the point that there is significant water quality improvement. Most outreach and social marketing projects never get past the short-term and medium term outcomes, because real impacts take longer than the life of the funding cycle. Keep your goals achievable and plan in advance, and you should be able to successfully evaluate your project.

Evaluation Levels

Another way to look at output and outcome evaluation is to break down the effectiveness of your campaign into an evaluation hierarchy. The following five levels of evaluating effectiveness are based largely on the work of Donald and Kirkpatrick and Tom Gusky, who were research the effectiveness of training programs.

The five levels are:

- Reaction
- Learning
- Action
- Local Diffusion
- Widespread Diffusion

Reaction

Anytime a person is exposed to a message they have a reaction. Smiling is a reaction, as if frowning, yawning and raising one's eyebrows. Seemingly no reaction at all is still a reaction.

In this first level of evaluation, project sponsors may simply try to determine if people remember receiving the message, and, if they remember the message, what did they think of the message?

Learning

At this level, project evaluators are not only interested in knowing if the audience received the message and how they reacted to it, they are also trying to determine if the message had the desired educational effect.

Action

This is the point where many programs stop measuring effectiveness. To this point, many funding organizations will deem behavior change projects successful if the targeted audience received and liked the message, if they learned from the message, and if they acted upon the message. As time goes on, more and more funding organizations will ask for more.

Local diffusion

At this level, evaluators are looking to determine not only that targeted audience members received and acted upon the message, but that they also spread the word to people within their immediate sphere of influence.

Widespread diffusion

Once the initial targeted audience members have acted upon and spread the message, the hope is that those people will, in turn, act upon and spread the message. Once there is a significant level of widespread diffusion, the belief is that will start to be system change showing up in the environment, in the case of water pollution prevention programs.

Chapter Summary

Evaluation is a key factor in any social marketing program. It provides the measurement of success necessary to continue to obtain funding and community support. Proof of progress also helps keep target audiences motivated.

Typically three types of evaluations are used in social marketing efforts:

- Process evaluation
- Outcome evaluation, and
- Impact evaluation.

Summary

- **Evaluation planning needs to begin before the project starts.**
- **Common evaluation types include:**
  - **Process evaluation**
    - **Did you do what you said you'd do?**
    - **Was it on time?**
    - **Was it on budget?**
    - **Did your audience receive your message?**
  - **Outcome evaluation**
    - **Did attitudes/behaviors change?**
  - **Impact evaluation**
    - **Did water quality improve?**

Process evaluation looks at the planning, partnerships, timelines, and budgets of a program, among other things. Process evaluation tells funding organizations if project sponsors did what they said they would do, and if it was done on schedule and budget. Many times you include whether the audience received the message in the process evaluation.

Research methods used range from internal reports and tracking sheets to primary and secondary marketing research. Reports from project partners, vendors and consultants may also be used as part of the process report.

Outcome evaluation indicates whether people changed their attitudes and behaviors based on your project. Follow-up quantitative and qualitative audience research methods are used to determine attitudinal and behavior change. Surveys, focus groups, individual interviews, intercept surveys and observation are among the more popular methods of collecting information on behavior change.

Impact evaluation indicates long-term successful outcomes. In the case of watershed improvement efforts, the long-term outcome is improved water quality of some sort. This can take a long time to show. The evaluation methods in the case of watershed projects are usually scientific-based water quality modeling and monitoring.

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Part II

Watershed Social Marketing Case Studies

Editor's note:

The four examples of watershed social marketing campaigns featured in the following chapters have been mostly or completely prepared by people who have participated in the projects. The listed author or authors may have additional information about their projects.

Chapter 9

Creating a New Social Norm in the Chalk Creek Watershed, Northern Utah

Summary

Chalk Creek watershed in Northern Utah, about 50 northeast of Salt Lake City, was the site of a watershed-wide restoration effort that spanned a decade. While the work completed on the ground was impressive, it was possible because of the Coordinated Resource Management (CRM) planning model that was used to convince opinion leaders to undertake demonstration projects. The successes of the influential, opinion leaders helped convince others in the watershed to also take on projects. This watershed effort is an example of social diffusion and redefining social norms.

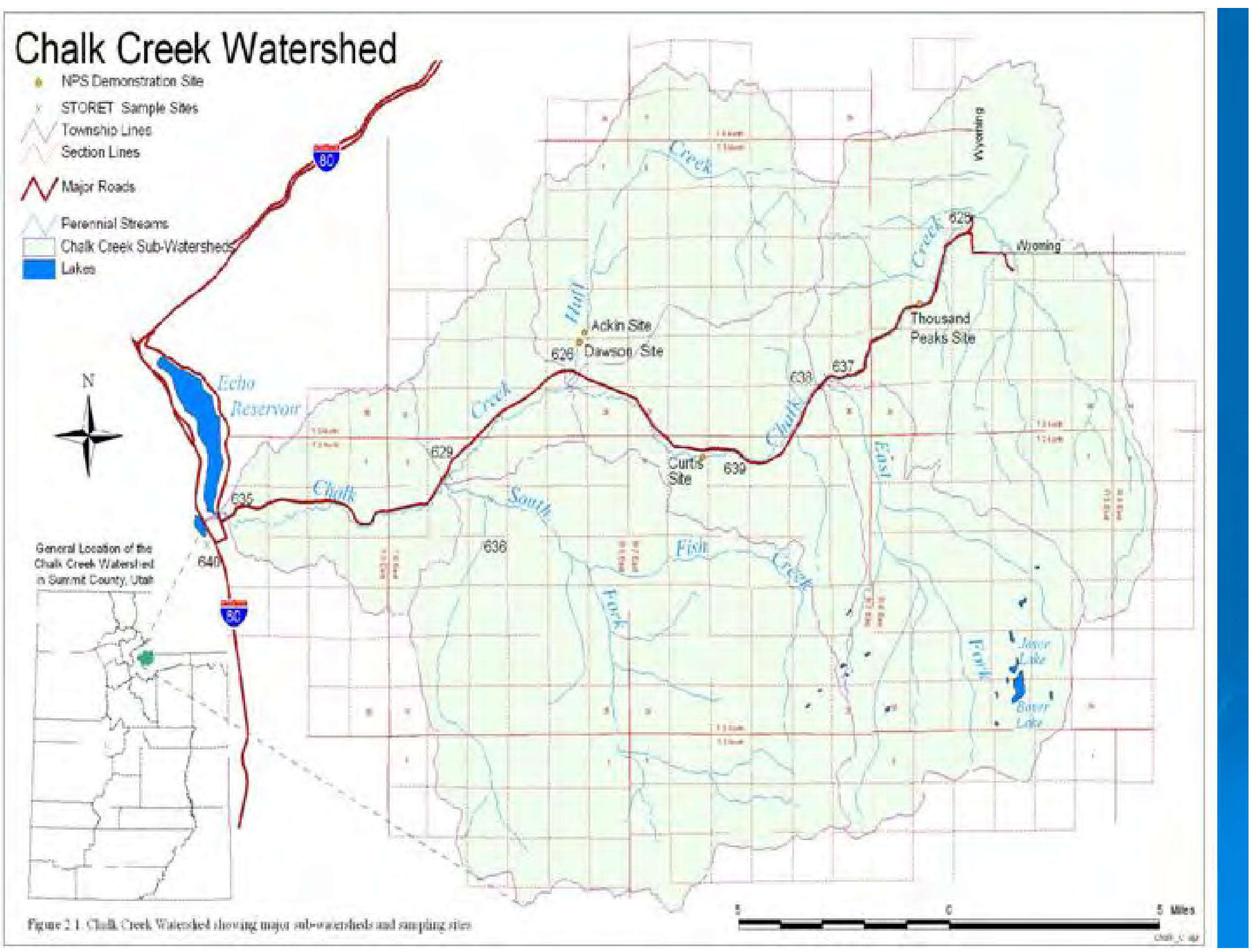


Figure 2.1. Chalk Creek Watershed showing major sub-watersheds and sampling sites

The Beginning

In 1991 Chalk Creek was the third most polluted stream in Utah. The Utah Division of Water Quality listed Chalk Creek on the 303 (d) list of impaired water bodies because of high phosphorus levels and large amounts of sediments getting into the creek. Because of the impaired quality of the water and because Chalk Creek drains into Echo Reservoir, which is part of the Weber River system, the State of Utah and the Environmental Protection Agency were interested in funding some water quality demonstration projects in the canyon. Water from the Weber River is used for human consumption, contact recreation, sport fishing and irrigation.

Years of intensive grazing and flood irrigation practices, together with a massive flood event in the mid-1980s caused extensive erosion in upland and riparian areas and severe down-cutting of the stream.

Mark Peterson, statewide water quality specialist for the USDA Natural Resources Conservation Service (NRCS), along with local NRCS employees Lee Broadbent and Shane Green, decided to use a CRM planning model to develop a strategy for attracting farmers and ranchers to take part in an incentive-based, voluntary effort to improve the watershed.

"You have to start by finding a sponsor," said Peterson. "The local soil conservation district (SCD) usually makes a good sponsor." Sometimes the local chapter of the Utah Farm Bureau Federation is asked to sponsor a watershed project. In recent years, more an more watershed groups are being formed by multiple local groups and agencies.

In the case of Chalk Creek it was the Summit Soil Conservation District that stepped up and agreed to act as sponsor. Peterson and Broadbent sat down with the SCD supervisors to outline the water quality concerns and to begin to conduct a sociological profile of the watershed. Specifically the project coordinators wanted to know who the key landowners were whose opinions were respected by other landowners. According to Peterson, these opinion leaders are important to the success of a project. If the opinion leaders believe in your project, you have a greater chance for success, because others in the community will listen to the opinion leaders and follow their example.

Assessing the Community

The project coordinators and SCD supervisors started to informally survey land owners within the watershed to determine who they considered to be leaders. They also started to ask farmers and ranchers about their concerns with the watershed and the creek.

Several names started immediately to rise to the top of the list of potential opinion leaders within the drainage. They included three of the first landowners to complete demonstration projects:

- Jerrold Richins,
- Laura Blonquist,
- Lynn Curtiss,

Some of the potential motivating factors that were identified that might help persuade landowners to undertake projects included:

- Erosion control
- Increased forage
- Better water management to lengthen the growing season (eliminate watering turns)

- Increased property values
- Increased wildlife.

Armed with that information the project coordinators set up a public meeting in Coalville for any interested landowners in the Chalk Creek drainage. The CRM model usually calls for a meeting of opinion leaders first. In this case, however, with only about 100 or so landowners along the creek, the sponsors and coordinators decided to invite all land owners. The response to the public meeting was overwhelming. It was standing-room only.

Nearly every farmer and rancher in the watershed knew there was a problem that was also adversely impacting his or her business. Many in attendance at that first meeting were there to learn what they could do. Others suspected that they knew the answers and they were there to oppose certain practices.

“Several landowners said ‘if you’re going to fence the river you might as well pack up and leave right now,’” said Peterson.

Despite a negative response, the coordinators went ahead and explained the criteria for being chosen for a demonstration project. The criteria included:

- Providing the 40 percent matching funds.
- Having an operation next to the stream with highly eroded stream banks or an upland grazing operation with significant erosion problems.
- The ability and desire to manage and maintain the project.
- Willingness to fence off part of the stream (for riparian project).

The First Demonstration Project

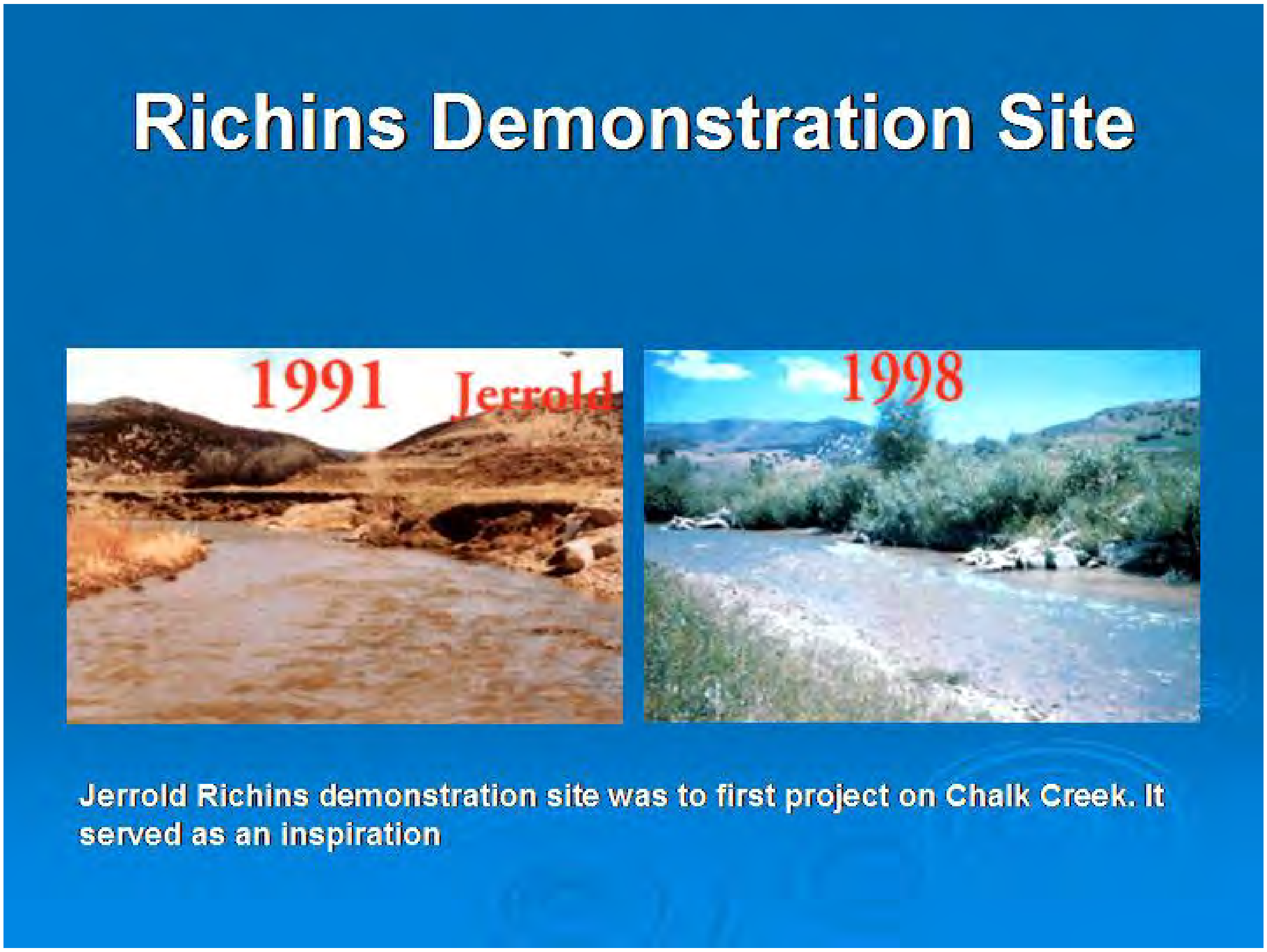
Despite being one of the farmers against fencing, Jerrold Richins expressed interest in doing a demonstration project.

“My first reaction was ‘the buggers aren’t going to fence me off my stream,’ but now I think if I had one thing I could do I choose fencing,” said Richins.

Richins was losing crop and grazing land to erosion each year. That is the main motivating factor that caused him to sign up for a project. However, he still had to be talked into it by the project coordinators. Finally Richins agreed to install a temporary fence for two years. After the first year he was so impressed by the recovery of the stream and riparian area that he installed permanent fencing.

When Richins first agreed to go ahead with a project that including fencing he said his biggest worry was wondering what his neighbors were going to think.

One reason for Richins' concern is that the Chalk Creek area is both a watershed and a community, said Green.

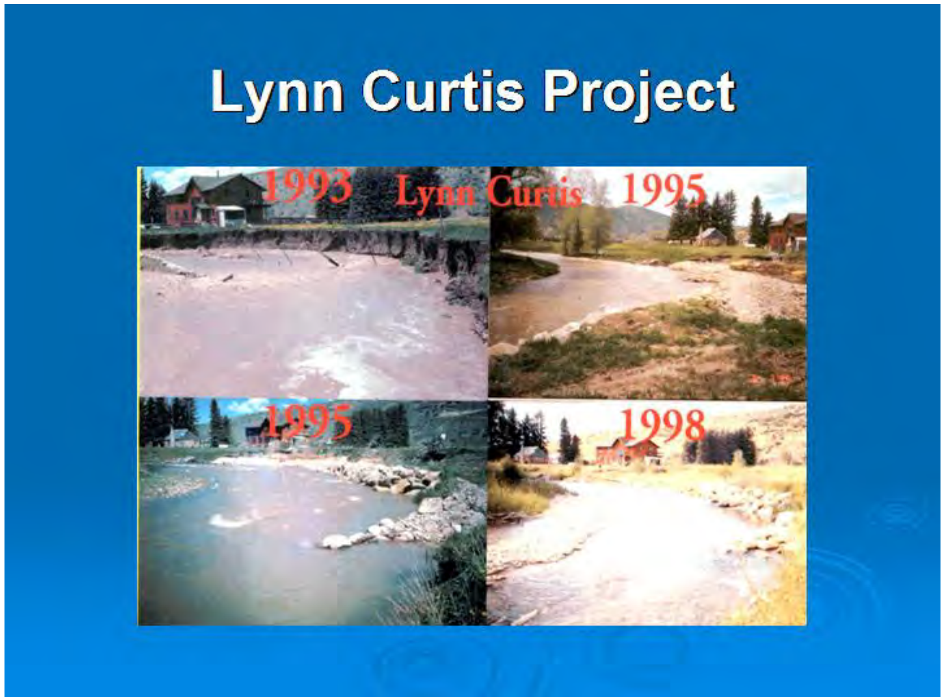


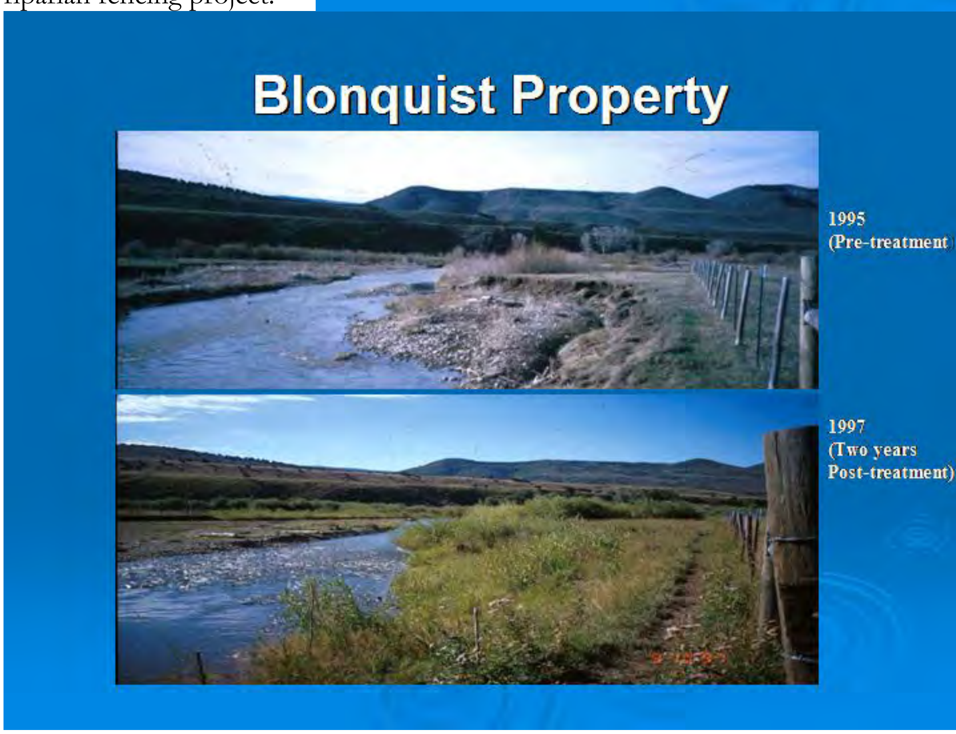
Almost all the farmers belong to the same religion and are in the same church congregation, Green added. Because of the tight-knit nature of the community, asking an opinion leader to be the first to do a project was risky. If Richins or any of the opinion leaders who took on the first few projects had had a bad experience it would have killed the effort before it really got started.

Fortunately Richins did have a good experience and he was willing to share it with anyone who would listen. Richins talked to friends and neighbors before and after church. He invited neighbors to come to his place and look at the improvements for themselves. He allowed Utah State University Extension to set up an educational kiosk on his property and bring in tours of landowners and agency personnel from within the watershed as well as people from other watersheds. He even ran for and was elected to the SCD board. Richins acted like a one-man social diffusion model.

Other Projects Followed

But soon Richins was not alone. Laura Blonquist and her grandson Colby Pace soon agreed to take on a grazing management project. As another person on the list of respected opinion leaders, the coordinators had worked hard with Blonquist to understand her barriers to doing a project and the motivating factors that might make her agree to do the work. At first she was willing to take part in an upland rotational grazing project, but not a riparian fencing project.





After a short time she started to see the improvements to her rangeland and she saw the improvements to her neighbor's (Jerrold Richins') riparian area and she agreed also to take on a riparian fencing project.

Lynn Curtiss quickly followed with a fencing and in-stream restoration project. He was losing valuable crop and grazing land very quickly to erosion during runoff season. By the time his plan was written and his project was funded and ready to begin, eroding stream banks were dangerously close to his house. His motivation was clear. Like the others, Curtiss was happy with the outcome and willing to share the news with his neighbors.

When those first few projects were in place and working the watershed effort took off like a house afire, said Peterson. From that point forward the project coordinators rarely had to knock on doors trying to get people to sign up for projects, Green added. The watershed improvement project became a movement of sorts and took off on its own.

During the project the media mix included:

- Door-to-door visits
- Public meetings
- Newspaper articles
- Displays at fairs
- An educational video designed to promote the project to other land owners
- Watershed signs along the road at the entrance to participating farms and ranches
- On-farm tours
- Brochures.

After the project had been running successfully for a few years, the coordinators took on their biggest challenge. They knew that in order to really make a big improvement in water quality they would have to get landowners to convert to sprinkler irrigation from flood irrigation. They worked with the irrigation companies in the watershed to convince their individual shareholders to increase the fees they pay to their company in order to fund the private portion of the new pipeline and pumps that would be needed for the system. When it came time for the vote the project coordinators expected it to barely pass, but it passed with a 90 percent to 10 percent margin of victory.

Summary

Including those land owners who only took part in the new irrigation system, more than 85 landowners participated in the Chalk Creek watershed effort. Nearly 80 percent of the important land had at least partial treatment.

According to the Chalk Creek coordinators, there are several keys to success:

- Find a local sponsor and local project coordinators.
- Assess the environmental and sociological makeup of the watershed.
- Involve opinion leaders early.
- Encourage opinion leaders to promote the effort to their neighbors.
- Allow enough time for the project to catch on and diffuse through the community.

Chapter 10

Assessment of Maine's Stormwater Phase II & NPS Outreach Campaign 2003/2004

or

Who is Willing to Protect Maine's Water Quality?

think blue

clean water starts with you!

www.thinkbluemaine.org

February 2005

By Kathy Hoppe, Maine Department of Environmental Protection

Edited by Barb Welch, Maine Department of Environmental Protection

Executive Summary

Maine DEP's first project to be completely based on social marketing principles was a great success. And we have the data to prove it! The *Think Blue Maine* campaign successfully caught the attention and conveyed our message to 14.4% of Maine adults! And almost a third (32%) of Maine's adults say they plan to or have taken action to protect water quality.

We used market research to set the direction for the state's outreach effort, to implement the campaign and to evaluate it. We ran focus groups to learn about our audience – what did they think about the quality of their local waters, what was causing problems and what practices would they be willing to undertake to protect water quality. We also tested messages and specific ads. In addition, we did a pre-survey of 3600 municipal employees throughout the MS4 (Municipal Separate Stormwater Sewer Systems) communities on their depth of understanding of "watershed" and "runoff". The survey also asked about sources of pollutants and current household and yard practices. We used these data to further define our audience and our outreach campaign.

We targeted those most receptive to environmental messages and most likely to act: 35-55 year olds residents with some college education. We chose a message that conveyed how stormwater gets polluted and the route it takes to local waters – 2 messages that we knew our audience needed before they could be expected to take actions to protect water quality.

The 36 regulated MS4s, Maine DEP, and other state agencies formed a statewide partnership. We purchased TV and radio time to insure our message got out when and where we needed it. The ads and media buy were well directed, successfully reaching our target audience in greater numbers than those not targeted.
We hired an independent market research firm to conduct statistically valid phone surveys before and after the campaign to measure our effectiveness. Over 14% of Maine adults recalled images or specific messages from our ads. Most marketing campaigns aim for a 5-10% recall so our effect was significantly above that threshold. When prompted with clues, 66% of Maine adults recalled the TV ad and 40 % recalled the radio ads.

One issue that we were particularly eager to improve was public awareness that soil is a pollutant. In 1996 when we started asking what is polluting our waters, no one mentioned soil; now 6% mention soil.
To capitalize on these successes, our Partnership needs to orchestrate a second year of mass media, while at the same time working locally to encourage individual BMPs and sustainable behavior change.

Creating a Statewide Partnership

Maine has 28 Regulated Small MS4 communities and 8 nested entities that are required to implement the federal (National Pollutant Discharge Elimination System aka NPDES) Stormwater Phase II portion of the Clean Water Act.

The MS4 General Permit was created by the Maine DEP using a Stakeholder process. Groups were formed around the 6 minimum measures with Education & Outreach being combined with Public Participation. The State Stormwater Coordinator pulled the recommendations of all the stakeholder groups into the final General Permit. The Outreach and Public Participation Stakeholder group was co-chaired by Barb Welch and Kathy Hoppe. They applied the knowledge of effective outreach and social marketing gained from the NPS program to the Stormwater program.

Maine's Stormwater General Permit appears to be unique because it requires – not just efforts at education but also requires **behavior change** and **impact evaluation**. Municipalities must set measurable goals/outcomes for changes in one behavior (e.g., increase in the amount of motor oil recycled instead of dumped on the ground or down storm drains or decrease in the amount of pesticides and fertilizers that lawn care services apply). The stakeholder group accepted that success would be measured by behavior change; not by the number of brochures sent out.

The MS4s are encouraged to evaluate their process (budget requirements, schedules, staff resources, and tasks or activities) to help them implement their program better, but beyond that program evaluation, success is measured by the impact the program has on changing behavior. To determine the success of their MS4's effort, they need to measure the impact. Did their program lead to the behavior change they had hoped? If yes - what steps do they need to take to maintain the new behavior? If not, they need to adjust their program and try again.

Steps leading to the 2004 Campaign

1) Data gathering An important element of social marketing is that in order to be effective, one must understand the target audience. Focus groups are one way of gathering this information. Thus DEP's first step was to convince the regulated communities of this value. We then hired a professional marketing company to conduct four focus groups in the summer of 2003. The results from the focus groups were used to design the outreach campaign. They are available on DEP's web site http://www.maine.gov/dep/blwq/docstand/stormwater/ refmarketresearch1.pdf

The focus group results illustrated that the majority of Mainers have no idea what a watershed is, where stormwater goes, or what is polluting the water in their neighborhoods. These results are confirmed by previously conducted NPS focus groups and statewide phone surveys. The market research firm concluded, after reviewing the focus group results, that we needed to start with a basic statewide awareness effort.

As part of the focus group sessions, the consultant showed a number of PSAs that were produced by Stormwater Phase I communities. Our goal was to test the various styles and approaches in order to pick the one that would be most effective with Mainers. We found that the San Diego 'Fowl Water' (rubber duck) ad was the one that really caught our focus groups' attention and conveyed the stormwater message.

With the help of the regulated MS4s, we conducted a survey of municipal employees (3600 were returned) in order to gain more information on what residents thought about local water quality and what pollutes it. We also were interested in what actions around the home they currently practiced and what changes or actions they were willing to take. We designed the survey so it would also aid in assessment. We intend to repeat this survey from time to time to evaluate our progress and adjust our efforts .

The results of this survey confirmed the findings of the focus groups. Mainers fail to understand the path of stormwater with 34.4% thinking that all of the precipitation that lands on their yard soaks into the ground, while 17.4% were unable to guess what happens to the precipitation. A little over 7% believe the stormwater and sanitary sewer systems are the same thing, 3% think the stormwater is treated and 62% had no idea where the stormwater goes. "Watershed" continues to allude most residents with only 21.2% claiming they live in a watershed, 17.4% indicating they don't know where the rain water goes or weren't willing to guess, while 34%

said it all soaks into the ground and doesn't leave their property. The municipal employees are a good representation of our target audience as 59.8% are between 35-54, and 52.6% have a bachelor degree or greater.

2) Social Marketing Training DEP staff believed that understanding social marketing would be of great value to the MS4s as they undertook measures to fulfill the requirements of the General Permit. Working with EPA, we were able to offer a day of social marketing training to the MS4s. EPA funded Tetra Tech, the consultant who developed the *Getting In Step Guide* (*http:// www.epa.gov/owow/watershed/outreach/documents/getnstep.pdf*) , to provide a training session. We held one meeting statewide inviting both MS4s and our NPS project sponsors. The *Getting In Step* training was very well received.

This workshop proved to be the catalyst for getting the groups of communities to propose to work cooperatively on a media campaign. One of the participants then suggested that if half the regulated communities were willing to work together, why not all the regulated communities? The Stormwater coordinator, David Ladd, made it a priority to lobby all the regulated small MS4s to participate in a statewide mass media campaign. It was his job to sell the benefits of participating in such a program.

One result of the group training session was the realization that they, the MS4s, would save money if they worked cooperatively on a statewide outreach effort rather than as individual municipalities. They also believe that working together as clusters of communities they have a better chance of successfully obtaining behavior change.

3) Developing a proposal for an effective mass media campaign When we reconvened the MS4s and their consultants in November 2003, The MS4s suggested that everyone cooperate in a statewide awareness effort. The effort would be a partnership between DEP's NPS and Stormwater Programs, the MS4s, and Maine's Dept. of Transportation, Turnpike Authority, Universities, Bangor Air National Guard, Coastal Program and the Portsmouth Naval Shipyard. The meeting included working out a fair funding formula.

DEP NPS staff could easily see the synergism of working on water pollution issues with the Stormwater program. Thus money, staff time and resources from the two DEP projects were combined to create a larger, stronger and more effective effort. This also addressed a common complaint by the general public that they hear so many messages they don't know where to start. Together the NPS & Stormwater Programs would be presenting the same message, hopefully increasing effectiveness.

Based on the results of the market research, our target audience was 35 -55 year old residents. Focus group results have shown this group as being the most concerned and the most willing to take action to protect water quality.

Our message was that polluted stormwater hurts local water quality and that homeowners and renters can make a difference. We knew from the focus groups that we would have to explain the path that stormwater takes as well as what pollutes runoff.

The proposal included:

- Obtaining permission from San Diego to use their ad and revising it to fit Maine,
- Creating 2 new radio spots and modifying 2 existing soil erosion campaign radio spots to have a similar tone,
- Creating an identity (logo and slogan) for the partnership and campaign,
- Creating a web site that would be the single point of contact for the public in the

ads that were funded by 28 municipalities and multiple state and federal agencies,

- Designing a print piece that the MS4s could use to support the outreach effort,
- Purchasing media time,
- Getting media coverage of stormwater issues,
- Hosting/Supporting local events and activities to engage residents,
- Contracting with a firm to handle production and the media buy, and
- Evaluating the effort.

The Campaign

In the spring of 2004, the partnership hired Burgess Advertising to oversee production of the TV, radio, and print piece, do PR for stormwater issues, and purchase airtime.

Maine's MS4s are clustered in four areas in the central and southern part of the state. Since we wanted a statewide effort, DEP contributed funds to take the effort statewide, while the MS4s raised the money to cover their part of the media buy.

We hired Market Decisions to help evaluate the campaign. Market Decisions conducts a quarterly, statically valid, omnibus, phone survey of Maine adults. We put questions on the spring survey prior to the campaign and again in the fall after the campaign.

As part of the campaign, the steering committee worked to develop a logo and slogan. Burgess donated staff time to develop the final logo and slogan (Think Blue; Clean Water Starts with You). The University of Southern Maine with pro bono time from Aquarian Engineering, a consultant for some of the MS4s, created the web site (www.ThinkBlueMaine.org). The Maine State Planning Office, Coastal Program and DEP helped cover some of the costs of developing it. This website would be the single contact point in the ads.

The radio and TV ads started to air in July and ended in October. The buy was staggered to give the appearance that the campaign occurred longer than it actually was. Radio aired the weeks of 7/26, 8/2, 8/9, (skipped 8/16), 8/23, 8/30 through 9/2/2004. Maine Public Radio sponsorship aired 13 weeks (8/5 through 10/28) on Thursdays around the evening news. TV aired 5 consecutive weeks (7/26 - 8/23); buys included some weather sponsorships. Both TV & Radio stations provided bonus time since we were a nonprofit. (For more details on the media buy see Appendix B.)

The steering committee decided they wanted a general brochure as the print piece, though DEP staff did not agree. We had hoped for a more strategic marketing approach to choosing the print piece (who was the target, distribution method, desired effect … and then pick the tool). However, we have proceeded with development of a brochure. Burgess developed a draft. A final brochure has not yet been completed. Before it is finalized, we are testing it along with other stormwater brochures with our target audience and will adjust it accordingly.

One element of the campaign that did not proceed as planned was the local events and activities that we encouraged the MS4s to undertake as a way of bringing the campaign "home" to the target audience. Mass media is good for raising awareness and making the target audience sensitive to stormwater issues. Our advice to the MS4s was that while the TV & radio ads were running they should host/support local events to re-enforce the message and encourage BMP use.

People usually need more than information to change their behaviors. They need face to face convincing such as getting involved monitoring a stream, stenciling storm drains, or joining a neighborhood clean-up effort. Some activities were held (e.g.; 2700 storm drains stenciled in S. Portland, Open Houses at Sewage Treatment Plants and municipal garages to see best management practices, Stormwater fairs at local schools, …) only about half of the regulated entities held an event which was not as many as we had hoped.

Results

We used the Market Decisions statewide telephone survey to assess the effectiveness of the media campaign. We wanted to know 1) whether Mainers saw or heard our ads, 2) got the message that polluted stormwater hurts local water quality, and 3) of lesser emphasis (since we did not expect to influence behavior change with mass media) whether they took any actions to protect water quality as a result of our campaign.

Most follow-up surveys are conducted within a week of a campaign which maximizes the recall of viewers to what they have seen or heard. However, since we were on a limited budget, we choose to do both the before and after surveys as part of the Market Decisions' omnibus survey. Hence the fall survey was conducted almost 2 months after the last ad aired. Traditional evaluation is also done as a stand-alone survey with all questions related to the subject. Results show that an omnibus survey may give lower results since people have to switch gears when answering the variety of questions.

Note: Southern Maine is Cumberland & York counties; Coastal is Sagadahoc, Lincoln, Knox, Waldo & Hancock; Central is Androscoggin, Oxford, Kennebec & Franklin; and Northern is Aroostook, Penobscot, Washington, Piscataquis and Somerset.

The sampling error for the survey is plus or minus 4.9%.

- 30% of respondents said they remembered an ad on water quality.
- When those 30% were asked what they had seen or heard, 19% specifically mentioned rubber ducks; an additional 29% mentioned stormwater or the pollutants mentioned in our ads. *If we want to tease out how many of the 19 % also understood the message, in the future we should do a follow-up question and ask "What was the ad about?"*
- So <u>approximately 14.4% (135,283) of the adult Maine population recalled seeing or hearing our ads about water pollution</u>. *Most marketing campaigns aim for between 5-10% recall, so our effort exceeded the normal goal.*
- 15-16% of 18 to 49 year olds recalled seeing or hearing ads about water pollution while 12% of the 50-59 year olds recalled something and only 8% of those over 60+.
- Approximately 17% of those living in Coastal and Northern Maine recalled seeing or hearing our ads, while only 14% of those in Southern Maine and 10% in Central Maine.

  (17 & 14% are not significantly different, however Central Maine is significantly lower than Coastal & Northern Maine).
- Those with an annual income of $30K-$60K and $60k+ (14%) are more likely than those with an income of less than $30K (10%) to have seen, heard or read any advertisements regarding water pollution. *Note sampling error is 4.9% so this is not statistically significant.*
- Those who have a college education and above are more likely to correctly recall having seen or heard advertisements regarding water pollution (23%) than those with some college (15%) and almost 3 times more likely than those with a high school education or less (8%). *We know from other research that those with less education are less likely to be concerned about water quality and are less likely to believe stormwater has an impact on water quality. So did the ads just not speak to them? Or could it be they have other more pressing issues to worry about? (Approximately 51% of Maine adults 25 years and older have a high school education or less.)*
- Of those who said they had heard or seen an advertisement about water pollution, those 60+ were least likely to identify our ads (27%) as compared to 4049 year olds (63%), 18-29 year olds (62%), 50-59 year olds (48%), and 30-39 year olds (44%). However, the 18-29 year olds identified the ads by mentioning the rubber ducks and never specifically said stormwater. While 30% of the 40-49 year

olds specifically said stormwater, 19% of the 50-59 year olds, 10% of the 30-39 year olds and 8% of the 60+.

- From past focus group and phone survey research, we found the audience that is the most receptive to environmental messages and most likely to act are more educated, have higher incomes, and are between 35 and 55 years old. So it appears from these results we are still focused on the best target audience to achieve our goal of behavior change. The rationale behind picking the easiest audience first is that they will help set the standard, the social norm, in the local community. That standard will then spread to others with little additional resources.

2) If we gave prompts, who remembered our ads?

<u>66% (620,029) of Maine adults recalled seeing our TV ad</u> when asked if they had seen or heard anything about stormwater pollution that featured rubber ducks.

- When prompted 76% of the 40-49 year olds had, 69% of the 50 to 60+, 63% of the 30-39 year olds, and 52% of the 18-29 year olds. *With the highest recalls in the age bracket 30-60 and the lowest recall in the 29 and younger adults, the TV buy seems to have been well directed at our target audience (3555 year olds).*
- There was no significant difference between male and female viewership.
- 74% of those living in Northern Maine recalled seeing a TV ad with rubber ducks, 69% of Southern Maine residents, 64% of Central Maine and 51% of Coastal Maine residents.
- <u>40% (375,775) of the adult Maine population recall hearing the radio spots</u> when prompted about every day activities running off, going down stormdrains and polluting water.
- 52% of adults ages 40-49 recalled hearing one of the radio ads, while 42% of the 30-39 year olds, 40% of the 50-59 year olds, 36% of the 18-29 year olds and 33% of those over 60. The *Radio buy seems to be on target for our audience target of 35-55 year olds .*
- 45% of Northern Maine residents recalled hearing a radio ad, 43% of Coastal residents, 41% of Southern residents and 33% of Central residents. *Statistically speaking, with the exception of Central Maine, it appears the radio buy produced even results across the state. We may want to adjust a little for Central Maine.*
- Among those who could recall (without prompting) seeing or hearing the ads regarding water pollution in the past 30 days, men were more likely than women to recall an ad (20% vs. 9%). However, with the aided question men and women equally recalled an ad (67% vs. 66%). *While not clear cut, it does appear the ads were not as effective at reaching women as men. Women did not remember them as well. As evidenced by the equal recollection of men and women with prompting, we know that women have seen the ads, but they did not make as strong an impression on women.*

3) Who will take action?

- <u>26% or just over a quarter of the adult Maine population said they have or are likely to take action</u> to reduce stormwater pollution.
- 36% of the 40-49 said they have or will take action to protect water quality, 35% of the 50-59 year olds, 29% of the 30-39 year olds, 18% of the 60+ and 20% of the 18-29 year olds have or plan to take action. *Once again, our data confirms that we are targeting the correct demographic with the greatest number of people willing to take action in the 30-59 year old age group.*
- Of the actions the respondents mentioned (careful with petroleum & chemical products, control runoff, don't litter, …) to protect water quality, there was no statistical difference between what men and women said except men more often mentioned being careful about oil leaks and chemicals (8% vs. 3%).
- The greater the income, the more likely the respondent was to have said they have taken or planned to take action to protect water quality ($60K+ -29%, $30-60K - 21% and less than $30K -15%).
- The more education the respondent had, the more likely he or she was to have said they have taken or planned to take action. (College and above 26%, some college 23%, high school or less 15%).

- 25% of Southern Maine residents said they had or would take action to protect water quality, 22% of Central residents, 17% of Northern residents and only 11% of Coastal residents.

4) What do our residents think about water quality?

- There was no significant change before and after the campaign on the number of adults who think stormwater has a major impact or somewhat of an impact on water quality (83% after, 80% before). *With eighty percent or greater already believing stormwater has an impact on water quality we do not need to spend much more effort convincing Mainers that stormwater has an impact. However we may need to convince them that they, via stormwater, may have a greater impact on water quality than industry. In addition, it may be difficult to move the remaining 20% with mass media.*
- In the before survey in April, when asked how concerned the respondent was about water quality, 76% were somewhat or very concerned and in October 82% were. This is a significant difference. *We can't claim that our campaign was the sole cause of this change but it is highly likely that it was a factor since a high percentage remembered seeing or hearing the ads. In addition to our ads, there were many messages throughout the summer talking about water quality. There were ads or news stories about healthy beaches, fish consummation & mercury.*
- After the campaign, the college educated were the most likely to be concerned about the quality of our waterways (87 %) while those without a college education were less concerned (79%).
- Before and after the campaign, men and women were equally concerned about the water quality of our waterways (before: 77% men vs. 75% women; after: 79% men vs. 83% women).
- Before the campaign, more women than men believed that stormwater had an impact (83% vs. 76%). After the campaign women and men had equal beliefs about the effect of stormwater on water quality (83% vs 84%).
- 6% of the adult Maine population identified soil erosion as a source of water pollution. When the question was first asked in 1996, prior to any outreach effort on NPS & soil erosion, no one ever mentioned soil erosion. *The increase from zero to 6% awareness, unprompted, can not be contributed solely to the mass media outreach over the past 8 years. Rather it is most likely a combination of the mass media, the NPS Training Center, the Erosion & Sediment Control Law, newspaper articles, DEP's In Our Backyard column, and booths at fairs/events. For more information on Maine's campaign to reduce soil erosion, see http://www.maine.gov/dep/blwq/ watersh.htm*

Web site: We also used the number of hits on our web site to measure the effectiveness of our campaign. Web site hits is an indirect measure since our goal was not to increase hits but to raise awareness. The primary purpose of the web site was to be a common funnel for residents who wanted more information. So hits on the web site showed the number of people who were interested in the subject and paid enough attention to remember the URL address.

July 674 (first radio & TV ad airs 7/26)
Aug 2,397
Sept 242 (last TV & radio ad aired Sept. 2)
Oct 295 (last Public Radio sponsorship ad Oct. 28th)

Conclusions/Recommendations

The campaign was successful in getting the attention of Maine adults so that 2 months after the end of the campaign, of those surveyed, 14.4% of Maine adults or 135,279 adults remembered the ads and the message. 8.7 % or 81,731 adults said the ads were about stormwater runoff pollutants in water; 5.7% or 53,548 adults said they saw an ad with rubber duckies.

EROSION It's soiling our waters

We measured that a third (32%) of Maine's adults say they have taken or plan to take action to protect water quality. We cannot credit this campaign with all that. Time and again, surveys show Maine has environmentally concerned citizens which includes water quality issues (80%+ said they were very concerned to somewhat concerned about water quality.) Therefore, we don't need to spend time selling them on the idea they should care about water quality, rather we should spend time educating them on sources of water pollution and what actions they can take to protect water quality.

We did not expect to get much behavior change with a mass media campaign. The mass media was to raise awareness and sensitize our audience to start thinking about actions. The local events and activities hosted or supported by the MS4s are the stage where we will see the behavior change begin to take place. The regulated communities need to persuade about 15% of their community to take action (based on the social diffusion model). After that the social norm will begin to change and more residents will see the new practices as the new standard and begin to follow suite.

We spent approximately an equal amount of money on radio and TV, but it is not possible to determine if radio or TV was more effective. They worked together re-enforcing each other. Results of the research shows that twice as many respondents remembered the TV ads over radio. But it is common for respondents not to remember accurately where they heard, saw or read something. For example, four years ago, the soil campaign registered a significant number of adults who saw ads on TV when we only ran radio.

The TV market is very fragmented with cable and satellite. The best place to buy TV media time is during the local news as people tend to watch their local news stations for that particular program even if they tend to watch cable or satellite otherwise.

It is easier to target specific markets with radio. Burgess felt that Maine Public Radio was not the most effective way to get out our stormwater message. It basically put the Think-Blue Maine partnership name and web site out there but without any message.

Comparing aided and unaided responses based on geographic locations, Northern Maine appeared to recall seeing or hearing the ads the most, followed closely by Coastal and Southern Maine. Central Maine recalled the ads the least. The media buy was equally effective across the state with the exception of Central Maine area where there was a minor drop. If the campaign is run a second time, the media buy for the Central region of the state should be adjusted.

Looking at the effectiveness of the campaign on men and women it appears we were more effective at reaching men, although this is not completely clear cut (unaided questions shows significant difference, but aided question shows no difference).

We successfully hit our target audience with the 30-55 year olds significantly recalling our campaign better than those younger or older. And the responses showed that that is still the best target for our campaign – they the ones most interested and most willing to take action.

DEP and Burgess recommend, if possible, running a second year of the radio & TV to reinforce the stormwater message. The media buy, given the state financial status, should focus on the specific MS4 regions rather than statewide. At the same time, there should be local programs, events and activities encouraging individual BMPs to help move people to behavior change.

Specific Recommendations

- Raise enough money to continue some mass media with existing ads.
- Sponsor weather segments on TV and radio.
- Place articles, event notices and ads in targeted sections of papers (i.e.; fishing section, home improvement).
- All the Partners should use the Logo & Slogan in publications, displays, etc.
- Keep all print pieces similar in look: color, graphics, general message to promote synergy – anyone seeing one piece will more easily relate/understand the next message when they see a poster, display,

ad, etc.

- Improve web site using Outdoor Heritage Fund support.
- Continue the social marketing approach:
- Encourage the use of *Getting In Step* when developing & conducting outreach efforts
- Encourage a neighborhood approach to sustainable behavior change.
- Consider barriers and benefit for target audience – what's in it for them.
- Pick easier practices first to encourage the early adopters.
- Use visible practices or rewards to help create a change in the social norm in the neighborhoods.
- Evaluate.
- Tweak and keep going.
- Continue DEP support for the MS4s as they implement Education & Outreach for Phase II.

Chapter 10

The Neighborhood Water Stewardship Program:

An Innovative Approach to Behavior Change in Northern Virginia

By Aileen Winquist,
City of Arlington, Virginia

Background

Arlington, Virginia is an urban county of about 26 square miles located directly across the Potomac River from Washington D.C. (see Figure 1). Arlington had an estimated population of 198,267 on January 1, 2005, reflecting a 5% increase since 2000. It is among the most densely populated jurisdictions in the country with a population density of about 7,700 persons per square mile–higher than cities such as Seattle, Minneapolis and Pittsburgh. Arlington's population is racially, ethnically and culturally diverse. More than 40% of Arlington's residents are Hispanic/Latino, African- American, Asian or multi-racial. Arlington residents are among the most highly educated in the nation, with over 60% of adults age 25 and older have a bachelor's degree or higher and 30% have a graduate or professional degree.

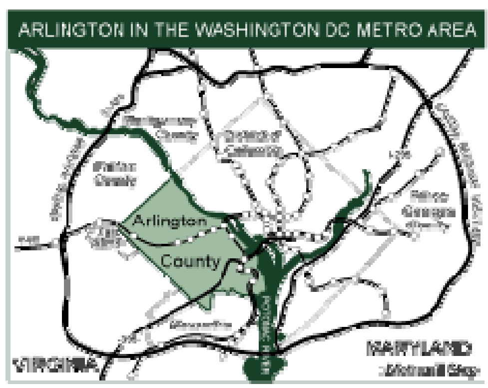


Figure 1. Map of Arlington County in the Washington, D.C. Metro area.

Development in Arlington has significantly impacted the nearly 30 miles of perennial streams in the County. More than half of the County's original stream network has been replaced by a dense network of underground storm sewers. During storms, these storm sewers convey a large volume of runoff and pollutants to streams at high velocities, causing stream bank erosion, water quality problems, and habitat degradation.

Today, Arlington County is a highly urbanized jurisdiction, with 30-40 percent of the County covered by impervious surfaces such as streets, parking lots, and buildings that do not allow rain to soak into the soil. In general, stream degradation begins when imperviousness exceeds 10 percent, and significant deterioration occurs beyond 25 percent imperviousness (Caraco et al., 1998). Urban development and runoff are among the leading causes of water pollution in the U.S., and more than 20 percent of streams and rivers inventoried by states are impaired because of urban runoff and its effects on water quality and stream habitat (US EPA, 1996).

Four Mile Run is the largest stream in Arlington County and drains approximately two-thirds of the County. The 20-square mile watershed includes portions of Arlington and Fairfax counties and the cities of Alexandria and Falls Church. Lower Four Mile Run was channelized in 1975 following several large floods, and Four Mile Run is listed by the state as a 303d polluted stream. Litter, lawn and garden chemicals, automotive chemicals, and *E. coli* bacteria, as well as sand and sediment, continually degrade the water quality and inhibit aquatic plant and animal life. Many of the watershed's citizens, however, are unaware that water entering storm drains flows untreated into Four Mile Run, the Potomac River, and the Chesapeake Bay.

A Total Maximum Daily Load (TMDL) plan for fecal coliform bacteria has been created for Four Mile Run, with the TMDL Implementation Plan completed in 2002. The Neighborhood Water Steward Team program is an important component of the public education strategy for the three participating localities to meet Municipal Separate Storm Sewer System (MS4), Tributary Strategy, and TMDL public education requirements. In addition, federal funding has been appropriated for a Four Mile Run Restoration Master Plan project, to study the flood channel portion of Four Mile Run and create a plan for improving this portion of the stream. Partners on the restoration project include Arlington County, the City of Alexandria, the Army Corps of Engineers, and the Northern Virginia Regional Commission.

Program Development

A major challenge to improving water quality in streams is getting residents to change behaviors that contribute to nonpoint source (NPS), or stormwater runoff, pollution. The Neighborhood Water Steward Team Program goes beyond many NPS education programs to help residents learn new behaviors that prevent water pollution. The program is a partnership of a non-profit organization Arlingtonians for a Clean Environment, Arlington County, the City of Falls Church, and the City of Alexandria. To become water stewards, volunteer team leaders create neighborhood-based teams that learn about preventing water pollution. The program is derived from the Empowerment Institute's "Ecoteam" program, and was created in partnership with the Empowerment Institute with the use of grant funding from the National Fish and Wildlife Foundation.

A Water Steward team in Falls Church, VA holds a meeting.

The Water Stewardship Program is unique among NPS education programs for several reasons. This program goes beyond simply educating residents about preventing NPS pollution and helps them learn new behaviors to protect water quality and conserve water. Participants in the program complete a "before" and "after" assessment, so the program managers can track which new behaviors team members have adopted. A trained coach works with each team, leading some of the team meetings, which helps ensure success of the teams. The neighborhood participation component is also a unique way to attract some team members who may not be interested in environmental issues.

The underlying theory that is the basis for this program is social diffusion research, as described by Everett M. Rogers (*Diffusion of Innovations*, 1995). Rogers studied many types of innovations and how they spread throughout society. He found that people vary in their openness to new concepts or technology. Approximately 15% of the population are innovators or early adopters, and will quickly adopt innovations. Following the innovators and early adopters is the early majority (34%), the late majority (34%) and the laggards (16%), who many never adopt the innovation. Rogers also found that innovations that will succeed in society become unstoppable after reaching the early adopters, or 15-20% of population.

This information is useful to those doing NPS and environmental education, as it shows it is not necessary to reach 100% of the population. Behaviors that prevent NPS pollution may spread throughout the population once they are adopted by the early adopters, or approximately 15% of the population.

The three key points that are used to market the Water Steward Team program to team leaders and their neighbors are:

1. Get to know your neighbors better and build community;
2. Improve local water quality in streams;
3. Improve the neighborhood.

Program Overview

In 2003 and 2004, the Water Stewardship Program and materials were tested. In the program model, trained team leaders invite neighbors to take part in the program, creating a team of five to eight households. The team members participate in five meetings over three months. These meetings are:

- Neighborhood Gathering,
- Team Building Meeting,
- Water Quality Meeting,
- Water Conservation Meeting, and
- Helping Out meeting.

With the help of a step-by-step workbook and trained volunteer coach, the teams choose from a series of practical actions to reduce NPS and improve water quality. The actions are written in a simple format and designed not to overwhelm participants, even someone very new to the concepts. There are three categories of actions: actions to protect water quality, actions to conserve water, and actions to increase community involvement. Sample actions include cleaning up after your dog, fixing oil leaks on your vehicle, reducing use of fertilizers/pesticides on your yard or garden, creating a rain garden, and reducing paved surfaces around your home. Each team member generally completes six to ten actions by the end of the program. To date, we have established 25 neighborhood-based teams that are implementing watershed-friendly lifestyle actions.

A critical component of the program is information tracking. Team members complete a "before" and "after" assessment form, which allows program managers to track which actions team members have adopted and calculate the environmental benefits of those actions. Following the program, each team member receives a personalized report for their household showing the benefits resulting from the actions they adopted.

Currently, program partners are conducting three team leader trainings each year, for ten team leaders per training. The majority of teams have been neighborhood-based, but some teams have been at-large or organized through a community group or church. In 2005, program partners conducted a "coach" training, training six former team leaders to become coaches for new team leaders. The training of new coaches for the program will enable the expansion of the program in future years.

Program partners have developed a strategy to continue to expand the Water Steward Team program with the eventual goal of creating 1,400 Water Steward Teams, approximately 15% of the population. The Neighborhood Water Steward Team program is an important component of the education strategy for the three localities to meet MS4, Tributary Strategy, and TMDL public education requirements.

Figure 2. Volunteers attend a Water Stewardship Team Leader training in Arlington, VA.

Program Results

To date, 45 team leaders have completed the Water Stewardship Program training, and have led 25 teams through the program (or approximately 125 households). Each household on average adopts 6 - 8 new actions, resulting in a total of 581 separate actions to protect water quality or conserve water. These actions have resulted in an annual savings of over 1,800,000 gallons of water.

Nationwide results with the original Ecoteam program show household recruitment rate ranging from 20-30%. From the first two years of the program in Northern Virginia, the recruitment rate has been 44%. In 2004, 296 households were invited to participate in the Water Stewardship Program. Of those invited, 44% attended the neighborhood gathering to find out more about the program. Of those households attending the gathering, 81% joined the team, or approximately 100 households.

In 2004 and 2005, the top ten actions that were adopted by Water Stewardship Team members are shown in Table 1. Table 2 summarizes all the actions taken by Water Stewardship Team members in 2004-2005.

Action	Number of Households
1. Toxic Sleuth	35
2. Scrub-A-Dub Rub	34
3. Scrub-A-Dub Tub	33
4. Aqua Cop	32
5. Am I Clean Yet?	25
6. Go With the Flow	25
7. A No Rainer	22
8. A Master Waterer	21
9. The Road Less Traveled	20
10. Catch it While you Can	18

Table 1. Top Ten Actions adopted by members of Water Stewardship teams in 2004-2005.

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Action	Number of Households Who Completed Action	Percentage of Households Who Completed Action
Toxic Sleuth - Replace household chemicals with environmentally friendly products	35	56%
Poop Scoop- Cleaning up after your dog	3	5%
Don't Be an Oil Drip- Identifying and fixing oil leaks on you vehicle	8	13%
No Phos-for-Us- Washing your car with the least environmental impact	11	18%
A Natural Lawn- Reducing your use of weed killers and fertilizers on you lawn	14	23%
A Green Gardener- Reducing your use of toxic pesticides, herbicides, and fertilizers on your garden	20	32%
Cut it High and Let it Lie- Mulching grass	8	13%
Let it Rot- Backyard Composting	16	26%
Down by the Stream- Creating a Streamside "Grow Zone"	2	3%
A No Rainer- installing a rain barrel or downspout extensions	22	35%
Catch it While you Can- Creating a Rain Garden	18	29%
Yard Makeover- Creating a water-friendly landscape	21	34%
Let the Ground Show Through- Reducing paved surfaces	10	16%
The Road Less Traveled- Reducing vehicle miles traveled	20	32%
Aqua Cop- Find and fix water leaks in your home	32	52%
Aqua Tech- Install water saving devices	14	23%
Scrub-A-Dub-Rub- Reducing water used in personal care	34	55%
Scrub-A-Dub Tub- Reducing water used to wash dishes	33	53%
All Bottled Up- Drinking refrigerated water	10	16%
Tanks A Lot- Reducing water used for flushing toilets	17	27%
Am I Clean Yet?- Reducing water used for showers and baths	25	40%
Go With the Flow- Reduce number of toilet flushes	25	40%
Lawn Ranger- Reducing water used for lawns	13	21%
A Master Waterer- Reducing water used for gardening	21	34%

Table 2. Frequency of actions taken by Water Stewardship Team members in 2004-2005.

Community Campaign

Water Stewardship Program partners have developed a plan for expanding the Water Stewardship Team program to 15% of the population in the Four Mile Run watershed over the next ten years. This would require completing 1,425 teams based on the population in the Four Mile Run watershed. Table 3 shows the number of teams needed per year to complete 1425 teams by the year 2013.

In 2005, with the assistance of a volunteer specializing in marketing for nonprofits, a draft marketing plan was completed for the Water Stewardship Program. This plan has helped program managers organize the long term goals for the program and select some strategies to focus on in 2005 in support of these goals. The goals selected as priorities for 2005 include:

- Raising funds from local businesses;
- Raising funds through grants;
- Bolster awareness and support among the 60 civic associations in Arlington;
- Solidifying the brand image of the program.

Year	Number of Teams	Cumulative Number of Teams
2003	5	5
2004	20	25
2005	20	45
2006	60	105
2007	60	165
2008	60	225
2009	200	425
2010	200	625
2011	200	825
2012	200	1025
2013	400	1425

Table 3. Number of teams needed per year to complete 1425 teams by 2013.

Conclusions

The Neighborhood Water Steward Team program is an important component of the education strategy for the three localities to meet MS4, Tributary Strategy, and TMDL public education requirements. Initial results from the first twenty five teams to complete the program demonstrate that the Water Stewardship Team program effectively helps people learn and adopt new behaviors that improve water quality, conserve water, and improve their community.

Households participating in the program to date have adopted 581 new actions, such as installing rain barrels, cisterns, rain gardens, reducing pesticide and fertilizer use, and checking vehicles for fuel leaks. More importantly, new relationships are formed and community bonds are strengthened after people complete the program, resulting in other initiatives in the community. One former team leader has galvanized his community to complete native planting projects, and has organized six large native plant sales in his neighborhood. Members of another team are working with the building and grounds committee at their condominium complex to revise the landscaping contract, and have installed two rain gardens and four rain barrels in the complex. A community in Boulder, CO has adapted the Water Steward Team program for their area as well.

The Water Stewardship Program will be growing to reach 15% of the population over the next 13 years, creating a network of neighborhoods committed to watershed protection through household actions. Through continued neighborhood meetings, online discussions, and workshops, this network will provide leadership for community improvement efforts and also provide an outstanding base for local watershed improvements by government, local community organizations, and residents.

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Chesapeake Bay Social Marking Campaign

2004-2006 Final Report

September 30, 2006

I. The 2005 Campaign

The Campaign Challenge

Facing booming population growth and ambitious nutrient reduction goals, the Chesapeake Bay Program wanted to persuade average citizens to help protect the bay. Efforts were already underway to reduce pollution from farmers, developers, local governments and others, but nothing specifically targeted the watershed's growing residential base. At first glance, residents appeared supportive: Nine out of ten watershed residents in previous surveys reported being concerned about the Bay's health. Almost half – 48% -- described themselves as "very concerned." Yet, most continued to behave in ways that threatened the bay's health – over-fertilizing lawns, neglecting septic tank maintenance and leaving pet waste to flow into the bay. In the end, the concern was nice, but people's individual actions were damaging the bay regardless of how anyone felt.

The Chesapeake Bay Social Marketing Initiative (later known as the *Chesapeake Club*SM campaign) set out to change how residents act. The first challenge was deciding exactly how the program wanted residents to behave. A few dozen stewardship behaviors were identified and ranked according to their simplicity, their impact and the ability of individuals to engage in the behavior. Initiative leaders decided to target one simple yet important behavior as a way to begin building a larger campaign. The goal was to begin building a brand identity with a stronger appeal than standard environmental messages. Straight environmental messages appear to resonate with a specific psychographic (those who most identify as environmentalists), but fail to encourage stewardship actions with a larger audience. By creating a new brand identity – one NOT associated with an environmental appeal – the initiative could truly reach a new audience in a more persuasive way, then the Chesapeake Bay Program could leverage this same brand to encourage other stewardship behaviors.

Initiative leaders decided to target the use of fertilizer in the spring because it is so frequently misused and over-applied, leading to an increase in nutrient runoff during the spring. The greater DC area has about two million households with roughly 530,000 acres of lawn. Every year, it is estimated that excess lawn fertilizers in the DC primary metropolitan statistical area (PMSA) contribute about 4.7 million pounds of nitrogen and 560,000 pounds of phosphorous to local streams and rivers that lead to the Bay. An estimated 11% of the total amount of nitrogen loading from this area comes from lawn fertilizer (Chesapeake Bay Program, 2002 data).

Choosing lawn fertilization as a target behavior made sense for a number of reasons, including:

1. Lawn care is among the most controllable individual actions that most affects Bay water quality.
2. Changing lawn care behavior by waiting until fall to fertilize is not hard to do.
3. Lawn fertilization is a visible, public behavior that is subject to social reinforcement.

A one-day retreat with local watershed managers and other stakeholders was convened to present the concept of targeting this behavior (and other behavioral options) for the campaign, and there was consensus that changing lawn care would have the greatest potential to impact Bay water quality. Two simple behavioral goals emerged:

1. Putting off the use of fertilizer until the fall; and
2. Requesting a specific environmentally friendly standard of lawn care service.

Both behaviors were marketed under a single brand so that, even after the campaign concluded, the program would be left with an important asset – a non-environmental brand that appealed to an audience the program had not effectively reached before.

Thus the initial challenge was three-fold:

1. The initiative sought to break through the large number of current Bay messages and reach a segment of residents the program had not successfully reached in the past;

2. The initiative sought to persuade these residents to refrain from using fertilizer in the spring or to request a specific environmentally friendly standard of lawn care service; and

3. The initiative sought to create a new "non-environmental" brand that appealed to a new audience and helped the program draw new allies into the cause.

2005 Campaign Activities

The cornerstone of the campaign was to reframe the issue as a lifestyle, rather than an environmental, question. Research showed that while environmental concerns were not correlated with lawn care behaviors, lifestyle choices were. The campaign made an effort to frame the choice in the same context in which lawn care decisions were being made. The core message: You should put off fertilizing until the fall not for environmental reasons, but because of the culinary and lifestyle implications – most specifically, damage to a regional icon, the Blue Crab. As one newspaper ad put it: "Save the Crabcakes."

The messages were humorous and somewhat irreverent, rather than dour and serious. The idea was to make putting off fertilizing the "cool" choice of the locally knowledgeable. The decision was not framed as an environmental one, it was something done by those who understand and enjoy the local seafood. "Save the crabs," the TV tagline suggested, "then eat 'em." The light-hearted tone and the intended behavior became a way to show you like entertaining and having fun (an aspiration linked to fertilizer use).

To reinforce this positioning, the campaign brand was not the Chesapeake Bay Program (an environmental organization) but the "*Chesapeake Club*SM" brand which represented a group concerned with preserving the traditions of the area. This was an attempt to create a sense of membership, participation, and practicing a behavior that is the accepted social norm – a sense that "this is what people like me do."

Residents were exposed to the seven-week campaign, launched in late February to coincide with the most popular season for fertilizer decision-making, primarily through a television buy of the four major network stations in Washington, D.C. The TV ads were supplemented by newspaper ads in The Washington Post, transit signs on the orange and blue Metro lines, outdoor advertising in Union Station and earned media.

The media buy was, by far, the largest expense in the budget, accounting for more than half of the overall budget. Yet, given the significant cost of advertising in the Washington market, the purchasing power was limited. To boost rating points, the campaign decided to produce two 15-second spots (which air for two-thirds the cost of 30-second spots) and dedicate two-thirds of the television buy to those spots. Yet, even with those techniques to stretch the buy's purchasing power, the initiative was only able purchase 1,312 rating points over the seven-week period, beginning with a two-week launch at 250 rating points a week. This translates into reaching 83% of intended television audience an average of 14 times over the campaign period or about twice a week. By comparison, many political campaigns will buy 1,300 rating points *per week*.

To focus maximum attention on the ads, the campaign was launched with a press event in early March, at which local chefs convened and signed a petition asking DC area residents to wait until fall to fertilize or to hire a *Chesapeake Club* lawn care partner, so that they can more reliably serve delicious local Chesapeake seafood. Two local network affiliates covered the story.

In addition, lawn care partners were recruited to co-develop and offer customers a Bay-friendly service option. Early discussions with local university researchers and extension agents, and lawn companies themselves, indicated that by limiting the timing and quantity of fertilizer applied, lawn services with the proper technology and training can apply fertilizer throughout the growing season in a Bay-friendly way that the general public cannot. In return for offering such a service option, the campaign would promote these participating businesses to the target audience.

Finally, print collateral was developed to support several campaign components. A color brochure promoting the *Chesapeake Club* brand lawn care option was developed and provided to all participating lawn care partners, for distribution to existing and potential customers. Lawn care partners were also given free promotional items like *Chesapeake Club* window stickers, "No appetizers were harmed in the making of this lawn" cards to hang on customers doors after receiving a *Chesapeake Club* service, and *Chesapeake Club* lawn signs to publicly reward their decision to hire a Bay-friendly lawn service.

Branded "Save the Crabs, Then Eat 'Em" drink coasters were printed and distributed without charge to local seafood restaurants, to use and hand out to patrons. The coasters sported the "fertilize in the fall" message on the back, and restaurant wait staff were informed regarding the purpose of the campaign and why fall fertilizing is more environmentally sound. In this way, restaurants also became partners in disseminating the campaign message, and as an extra incentive, were also promoted on the campaign website.

Media opportunities were pitched to local news outlets and national newswires throughout the seven-week ad run, and a number of stories ran as a result. Several media outlets were interested in the angle of a non-environmental theme for an environmental campaign, and others focused on the partnership with lawn care companies, which they deemed an unlikely but beneficial partnership. A number of news outlets outside of the target area, including the *Los Angeles Times* and an English-language radio program in Germany, picked up on the story of this unusual approach to environmental advocacy.

2005 Campaign Results

The *Chesapeake Club* campaign was noticed, remembered, liked and correlated with the use of fertilizer in the spring.

A post-intervention random-digit dial telephone survey was administered over two and-a-half weeks, beginning the last week of the television buy, to 599 area residents who reported they cared for their lawn or hired someone to do it. Respondents were asked questions regarding environmental concern and practices as in the pre-intervention survey, with the addition of a few others. Homeowners were also asked whether and how often they plan to fertilize this year, and if so, when they did so or plan to do so.

The results were impressive given the campaign's limited budget:

- The campaign elicited very high awareness. Seven out of 10 respondents (72%) reported exposure to a Chesapeake Bay campaign about lawn care and could correctly identify one of the themes of the campaign.

- A large portion of the audience also recalled the tag line and brand name, the pieces of the campaign more closely related to the brand the program hopes to continue using over time. More than one-third of the respondents -- 37% -- were able to recall the *Chesapeake Club* brand, and/or the "Save the Crabs, Then Eat 'Em" tagline , again without any prompts.

- Despite a small campaign budget the *Chesapeake Club* brand seems to have a respectable level of brand recognition. When the campaign name and tagline were included in a list of brand names read to respondents in the post-campaign survey, 43% recognized the *Chesapeake Club* brand, and/or the campaign tagline of "Save the crabs, then eat 'em." Other choices received lower recognition scores (e.g., the website SaferCar.gov at 11%), suggesting that falsely reported recognition of the brand name and tagline were low.
- A third of the respondents (32%) said they knew the "Save the Crabs, Then Eat 'Em" tagline, half of whom said they liked it. (Most of the other half were neutral; only a small percentage did not like the tagline).

- Post-campaign survey data suggest that some people heard and retained the basic message of the campaign. When those who reported hearing something about fertilizer use and the Bay were asked *what they heard*, 38% said they'd heard that they should not fertilize in the spring, and/or that they should put off fertilizing until the fall. Both responses reflected the basic campaign message, and again, these respondents recalled the messages without being given any prompts.

- The question regarding what people saw in the ads was repeated in a rephrased question, asking *what the ads wanted people to do* (again without any prompted responses from which to choose). Similarly, 39% of respondents said that the ads asked people not to fertilize in the spring, and/or to put off fertilizing until the fall.

- While respondents were asked in both the 2004 and 2005 surveys when they planned to fertilize their lawns that year, close analysis of the data showed that their answers had been recorded differently for these surveys, so the data for this response were not considered valid. However, inferences were drawn from comparing those respondents who were exposed to the campaign (i.e. recalled a major theme) with those who were not. After the campaign in spring 2005, 42% of those surveyed reported that they were planning to fertilize their lawn in the spring (the behavior that the campaign tried to discourage). Although not statistically significant, 46% of those not exposed to the campaign planned to fertilize their lawn in the spring, compared to only 40% of those who were exposed to the campaign. (Statistical significance was determined by using Fischer's exact test, the result of which was P=0.12, indicating lack of significance.)

- A surprising number of people (approximately 100) took time to email via the website to express their appreciation of the campaign messages and use of humor – the most frequently made comment was that the campaign should print and sell "Save the Crabs, Then Eat 'Em" T-shirts. Surprisingly few people (four) wrote to express displeasure with our suggestion that we should save the crabs solely so they can be eaten.

- The campaign's use of partnerships significantly enhanced the penetration and overall success of the campaign. By recruiting a potentially adversarial group of stakeholders (lawn care companies) and making them campaign spokespeople, the campaign gained reach and legitimacy.

- Seafood restaurants and their chefs were natural but previously untapped allies; a vested interest in preserving Chesapeake seafood, plus free coasters and free publicity, made partnering with them nearly effortless.

- The campaign approach of reframing the issue to appeal to the target audience's stomachs rather than their environmental consciousness was sufficiently newsworthy to gain significant media coverage, also enhancing the campaign's reach and legitimacy.

Summary of Quantitative 2005 Findings

Table 1. Summary of 2005 Post-Intervention Survey Results – Unprompted Recall

Unprompted Recall	% of respondents
Recalled a major campaign theme	72
Recalled the brand name and/or tagline	37
Recalled what the ads were about (Not to fertilize lawn in the spring and/or to put off fertilizing until the fall)	38
What the ads asked people to do (Not to fertilize lawn in the spring and/or to put off fertilizing until the fall)	39

Table 2. Summary of 2005 Post-Intervention Survey Results – Differences in Respondents Who Were Exposed to Campaign and Those Who Were Not Exposed

Planned Action	Exposed to Campaign (%)	Not Exposed to Campaign (%)
Plan to fertilize lawn in spring (undesirable)	40	46

Like any campaign, however, the Chesapeake Bay Social Marketing Campaign also ran into unanticipated obstacles and fell short of its own goals in several areas. The problems are listed below because each also represents an opportunity for the future

- "Hits" to the campaign website were much lower than expected, in part because the call-to-action in the advertising centered on the behavior (not fertilizing in the spring) and not visiting the web site. The open question is whether more emphasis on visiting the web site in the modestly-budgeted campaign would have detracted from the fertilizer message and prevented the campaign's success in influencing behavior.

- Some lawn care partners were unhappy that most of the ads featured the message of fall fertilization, without pairing it with the option to hire a *Chesapeake Club* partner lawn service. Again, this downside was the result of a conscious decision to emphasize a core message focused on behavior – one that appears to have been successful.

- Insufficient time was allotted for development and distribution of print collateral to support the lawn care partners, who each year begin customer outreach as early as January, and as a result they were unable to promote the *Chesapeake Club* service option along with their first customer contacts of the year.

- An effort to partner with Scotts, a major manufacturer of lawn chemicals, to develop a product for use in the springtime in place of lawn fertilization did not result in a plan to come up with a replacement product. Scotts, who sells most of its lawn care products in the spring, did indicate that the company would consider changing fertilizer packaging in the future to promote more responsible fertilizing. Continuing post-campaign discussions may be able to develop new partnership opportunities prior to future campaigns.

Overall, the campaign succeeded in its primary objectives: it created a new brand that appealed to residents the program had not successfully reached in the past, it appears to have discouraged spring fertilizer use, and it established new relationships with a new set of partners, lawn services and restaurants.

II. The 2006 Campaign

Comparison of 2005 and 2006 campaigns

The program was funded for a second year in 2006, to be implemented on a somewhat smaller scale. The 2006 campaign featured a smaller media buy to run the television and newspaper advertisements, but consisted of many of the same elements as the 2005 campaign and actually added some new features.

The following campaign elements from the 2005 campaign were again employed in 2006:

- Television advertising (smaller buy);
- Newspaper advertising (smaller buy);

- Building partnerships with local lawn care companies and restaurants;
- Providing promotional flyers for lawn companies to share with customers
- Providing materials in addition to flyers (door hangers, lawn signs, bumper stickers, and/or cling stickers) for lawn companies to share with customers;
- Providing free drink coasters with the campaign message to local seafood restaurants; and

In order to freshen the campaign for 2006, the following tactics were also employed:

- Printing and distributing "Save the Crabs, Then Eat 'Em" T-shirts to be worn by restaurant wait staff, lawn care partner staff, local politicians, and others who are visible in the community; and
- Distributing a crab-themed computer animated video to a purchased targeted e-mail list and/or to other groups and individuals who might find it entertaining and pass it on to friends, relatives, etc.

The 2006 campaign also differed from the 2005 campaign in that:

- No telephone survey was conducted in 2006 to evaluate campaign impact
- The paid advertising of the 206 campaign ran for a shorter time span (three weeks instead of six).

2006 Campaign Activities

2006 Media Buy

Television advertisements ran for a total of three weeks, throughout the weeks of March 6, March 13, and March 27. The ads were the same ads used in the 2005 campaign, with the exception that the still panels that viewers see at the end of the ads were modified slightly so that they stay up a little longer, and so that the text of Web site address was made larger so it would be easier to read. The television ad attained 454 gross rating points over the life of the campaign, and an estimated 2 million people saw the ad an average of 5.6 times each.

The newspaper advertisement listing the 2006 lawn care partners ran three times in the Washington Post. The ad ran twice in the Thursday *Home* section, and once in the Saturday *Sports* section. For more detail on both the television ad and the newspaper ads, see the 2006 media buy summary report in Appendix D.

2006 T-shirt Distribution

As a new campaign feature, high-quality T-shirts sporting the "Save the Crabs, Then Eat 'Em" tagline and a Chesapeake blue crab were printed and distributed free of charge to people who would tend to be highly visible to the public. Both men's and women's styles were printed, the men's in muted blue with navy blue and white design, and women's in grey with a bright pink and white design. Women's shirts were more tailored and shorter in length, to give them a slightly dressier look. Initially, 1300 T-shirts were printed (650 of each), and later another 175 men's shirts were ordered when sizes medium and large began to run out. Shirts were given to restaurants for their staff to wear while serving, lawn care partners, politicians, a girl's soccer team, and others. A one-page list of talking points describing the campaign and explaining the rationale for why the campaign promotes fertilizing in fall was included with the T-shirts.

2006 Lawn Care and Restaurant Partnerships

Lawn care companies were again recruited to offer the *Chesapeake Club* level of lawn service (criteria are included on the program-in-a-box CD). Brochures promoting the service and some other print items were left from the 2005 campaign, and many were distributed to lawn companies to use in their 2006 promotion. A total of 16 lawn services agreed to offer this Bay-friendly service, and were listed in the 2006 newspaper ad. In total,157 T-shirts were delivered to lawn care partner companies for their to wear on the job.

This year, two interns were hired to visit restaurants in the greater Washington DC area and ask them to partner with the campaign by using the free *Chesapeake Club* drink coasters in their establishments. The interns recruited a total of 99 restaurants to offer the coasters, an increase over the 41 restaurants recruited in 2005. Restaurants were offered several hundred coasters each, and a total of 35,000 coasters were given out to restaurants. In addition, 725 T-shirts were given to restaurant staff; some managers even agreed to have staff wear them on particular days, for example on a night when a seafood special was on the menu. The one-page list of talking points was posted where all wait staff could refer to it.

2006 Pass-Along Animated Crab Video

Another new feature of the 2006 campaign was the production and distribution of a computer animated video called *Krab Kwon Do*, an entertaining piece featuring Chesapeake blue crabs practicing martial arts to make themselves tastier for people to eat. The animation was developed to be passed from person to person for its entertainment value, thus providing an opportunity for exponential exposure. This video was designed to reach younger homeowners, future homeowners, and young people who might be compelled to share the e-mail with family members. After piquing the viewer's interest, a link at the end of the video sends the viewer to a landing page providing the educational message, and to the campaign Web site for more information.

Planit Agency in Baltimore Maryland was contracted to design and produce the computer-animated video. The video, which can be viewed from the campaign Web site, is 53-seconds long.

On Monday, April 3, a link to this video was distributed by Expedite Media Company in Aurora, Illinois via e-mail to a commercially purchased e-mail list of 187,450 DC area residents between the ages of 18 and 55, which skewed slightly toward men. In the e-mail subject line was "The lunch you save may be your own," and when recipients opened the e-mail they saw the message "Click here to experience *Krab Kwon Do*" and a link to the video. This round of e-mailing did not produce strong results: 21,596 (12%) of recipients opened the e-mail, and 63 (0.29%) clicked through to view the video.

Expedite had guaranteed a higher level of response, so they again sent the e-mail on April 14 to 187,547 (different) people. While the first round of e-mails had been sent on a Monday, this time the e-mail was sent on a Friday, with much better results. A total of 72,927 recipients (39%) opened this e-mail, and 1112 (1.52%) clicked through to see the video. This click-through rate exceeded the industry standard, which is about 0.25% of recipients opening the e-mail and clicking through.

A similar e-mail was also circulated to all lawn care and restaurant partners, Academy for Educational Development's 1000+ employees, and contacts listed on the Web sites of about 20 area groups and clubs. This e-mail also specifically requested that group contacts pass it on to their members. These groups included bicycling clubs, martial arts organizations, environmental groups, and athletic clubs. Selected groups did not necessarily have a connection to the subject matter; the idea was to pass it on to people who are socially engaged and might forward the video on to their social networks.

2006 Web Site Updates & Photo Shoots

The Year 1 (2005) campaign included construction of the campaign Web site www.ChesapeakeClub.org. Some photos on the site were obtained from commercial photograph vendors for this campaign, and use rights for the photos were purchased for a limited time. To provide the campaign with fresh, relevant photos that could be utilized by future campaigns without paying use rights, a photographer was hired to take photos related to lawn care, as well as to some of the "fun" sections of the Web site (e.g. Entertaining). The site has been updated with these new photographs, and the electronic photo files have been provided to the Chesapeake Bay Program for future use on the site or in promotional print materials.

Appendix I

Worksheets

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Sample Social Marketing Plan

Category	Statement/Description
Organizational mission statement	
Watershed problems/pollution sources	
Specific program name and goals [marketing or social marketing goal(s)]	
Target audience(s)	
Potential audience groups/locations	
Positioning statement	
Potential messages	

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Mediums (media mix)	
Implementation plan (Identify who will do what and when. You may want to create a separate implementation schedule document)	
Evaluation	
Adjustments/refinements	

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Goals are Overarching Benefits for Society

GOAL 1:

Objectives	Baseline Data Identified Need (Risk Factor)	Inputs Resources, Collaborations, Planning	Activities Element(s)/ Components Schedule / Scope	Outputs (Quantifiable, Qualifiable, Deliverable items)	Short-Term Outcomes Including Evaluation activity/ measurement	Long-Term Outcomes Long range- generally the cumulative effect of short-term outcomes
1.1 What do we want to achieve for **target population.** Measurable, tangible						
1.2						
1.3						
1.4						

-

GOAL 2

Objectives	Baseline Data Identified Need (Risk Factor)	Inputs Resources, Collaborations, Planning	Activities Element(s)/ Components Schedule / Scope	Outputs (Quantifiable, Qualifiable, Deliverable items)	Short-Term Outcomes Including Evaluation activity/ measurement	Long-Term Outcomes Long range- generally the cumulative effect of short-term outcomes
2.1 What do we want to achieve for **target population.** Measurable, tangible						
2.2						
2.3						
2.4						

Behavior/Message Worksheet

Current Behavior/problem	New Behavior	Possible Message(s)

New Behavior/Price/Exchange Worksheet

New Behavior	Price	Exchanged for (benefits)

Appendix II

Additional Resources

Websites

The following Websites are divided into categories based on what they offer. Most the sites below are generic or are focused on subject matter not related to water quality or the environment. However, since social marketing skills are transferable between topics, there may still be a lot of good information for you on these sites.

General Social Marketing Education

1. The Academy for Educational Development—Washington, D.C http://www.aed.org/SocialMarketingandBehaviorChange/
2. The Central Center for the Application of Prevention Technologies—Minnesota. http://www.ccapt.org/sm_skills.html
3. University of Kentucky, Community Toolbox—Kentucky. http://ctb.ku.edu/tools/implementsocialmarketing/index.jsp
4. Higher Education Center. http://www.higheredcenter.org/socialnorms/
5. The Human Society of the United States, online introduction to social marketing. http://www.humanesocietyu.org/workshops_and_classes/social_marketing.html
6. Health Canada. http://www.hc-sc.gc.ca/ahc-asc/activit/marketsoc/index_e.html
7. Semantic Studios, social network analysis. http://semanticstudios.com/publications/semantics/000006.php
8. Social Change Media, The Seven Doors Social Marketing Approach—Australia. http://media.socialchange.net.au/strategy/
9. University of California-Davis, Center for Advanced Studies, California. http://socialmarketing-nutrition.ucdavis.edu/somark.htm
10. National Cancer Institute. http://www.cancer.gov/pinkbook

Marketing Research Sites

1. Statpac Survey Software company. http://www.statpac.com/surveys/question-qualities.htm
2. Creative Research Systems. http://www.surveysystem.com/sdesign.htm
3. University of Texas-Austin. http://www.utexas.edu/academic/diia/assessment/iar/how_to/methods/survey.php
4. Sy Survey. http://www.sysurvey.com/tips/designing_and_conducting.htm
5. WGBH and the Corporation for Public Broadcasting. http://enhancinged.wgbh.org/process/evaluation/focus.html
6. Northeastern University Educational Technology Center. http://www.dac.neu.edu/ire/pdf/focusGroupChecklist.pdf
7. Fairfax County Department of Systems Management for Human Services. http://www.fairfaxcounty.gov/demogrph/pdf/questionnairedesign.pdf
8. University of Baltimore. http://home.ubalt.edu/ntsbarsh/stat-data/Surveys.htm#rss
9. University of Syracuse. http://web.syr.edu/~iguzmand/ist820fg.pdf

Evaluation Resources Sites

1. International Mentoring Association. http://www.mentoring-association.org/MembersOnly/Process/ProgrEvalModel.html
2. University of Tasmania. http://www.utas.edu.au/pet/sections/developing.html
3. National Science Foundation. http://128.150.4.107/pubs/2002/nsf02057/nsf02057_1.pdf
4. The Global Social Change Research Project. http://gsociology.icaap.org/methods/

Books and Videos

1. Berkowitz, E.N.: Kerin, R.A.: Hartley, S.W.: Rudelius, W. Marketing, 5th ed. Chicago, III: Irwin 1997
2. Community Culture and the Environment, EPA 2003. http://www.epa.gov/ecocommunity/pdf/ccecomplete.pdf.
3. The Focus Group Guidebook, by David L. Morgan, Portland State University. Focus Group Kit Volume 1. ISBN 0-7619-0818-8. 1998.
4. Planning Focus Groups, by David L. Morgan, Portland State University. Focus Group Kit Volume 3. ISBN 0-7619-0819-x. 1998.
5. Planning Focus Groups, by David L. Morgan, Portland State University. Focus Group Kit Volume 2. ISBN 0-7619-0817-x. 1998.
6. Involving Community Members in Focus Groups, by Richard A. Krueger, University of Minnesota & Jean A. King, University of Minnesota. Focus Group Kit Volume 5. ISBN 0-7619-0820-x. 1998.
7. Kotter, John P. Leading Change, © 1996 John P. Kotter. ISBN 0-87584-747-1.
8. Rogers, E. M. (1995). Diffusion of Innovation. New York: The Free Press.
9. Mohr-McKenzie, Douglas; Smith, William. Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing. New Society Publishers, Garbriola Island B.C. Canada. 1999.
10. Mohr-McKenzie, Douglas; Smith, William. Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing. New Society Publishers, Garbriola Island B.C. Canada. 1999
11. Getting in Step: A Video Guide for Conducting Watershed Outreach Campaigns. June 2003. USEPA Office of Water, Washington D.C. EPA 841-V-03-001.
12. Getting in Step: A Guide for Conducting Watershed Outreach Campaigns. June 2003. USEPA Office of Water, Washington D.C. EPA 841-B-03-002.
13. *Hands-On Social Marketing: A Step-by-Step Guide* by Nedra Kline Weinreich. 1999. Sage publications
14. *Social Marketing: Strategies for Changing Public Behavior* by Phillip Kotler and Ned Roberto, 1990. Simon and Shuster. ISBN: 0029184614

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